

DRAFT

**Report on the Praxis and SSAT Examinations in
Vocational/Technical Subject Areas and Languages
Other than English**

December 1995 – June 1999



**Sacramento, California
September 2000**

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Sacramento, California
September 2000

**California Commission on
Teacher Credentialing**
September 2000

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Report on the Praxis and SSAT Examinations in Vocational/Technical Subject Areas and Languages Other than English

December 1995 – June 1999

Executive Summary

The California Commission on Teacher Credentialing issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements for earning a Single Subject Teaching Credential is verification of subject matter competence. Prospective teachers have two alternative ways to meet this requirement: (a) completion of a Commission-approved college or university program of subject matter preparation for teaching in the subject area, or (b) passage of subject matter exams. California Education Code Section 44281 requires the Commission to administer subject matter examinations and assessments for the purpose of verifying subject matter knowledge for teachers who take the exams in lieu of completing approved subject matter programs.

Since December 1995, the Commission has used exams in *The Praxis Series: Professional Assessments for Beginning Teachers* (Praxis exams), administered by Educational Testing Service (ETS), and the *Single Subject Assessments for Teaching* (SSAT exams), administered by National Evaluation Systems, Inc. (NES), for this purpose. This report will describe the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the vocational/technical subject areas (agriculture, business, health science, home economics, and industrial and technology education) and in languages other than English (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese). The specific exams used are shown in the table on the next page. Candidates for Single Subject Teaching Credentials in these subject areas who have not completed Commission-approved subject matter preparation programs must pass the appropriate Praxis and SSAT exams.

This report provides information about the Praxis and SSAT exams and their development, administration, and scoring; presents preparation and demographic data about examinees who took the Praxis and SSAT exams in these subject areas from December 1995 through June 1999; and provides information about examinee performance (i.e., passing rates) on the exams.

**Subject Matter Examinations in the Vocational/Technical Subject Areas
and in Languages Other Than English**

| Subject | Praxis Exams | SSAT Exam |
|---|---|--|
| Vocational/Technical | | |
| Agriculture | | Agriculture |
| Business | | Business |
| Health Science | | Health Science |
| Home Economics | | Home Economics |
| Industrial and Technology Education | | Industrial and Technology Education |
| Languages Other than English | | |
| French | French: Productive Language Skills French: Linguistic, Literary, and Cultural Analysis | French |
| German | | German |
| Japanese | | Japanese |
| Korean* | | Korean |
| Mandarin | | Mandarin |
| Punjabi | | Punjabi |
| Russian | | Russian |
| Spanish | Spanish: Productive Language Skills Spanish: Linguistic, Literary, and Cultural Analysis | Spanish |
| Vietnamese | | Vietnamese |

*Korean was added as an SSAT examination area in June 1999. Data for the Korean exam are not included in this report.

Summary of Preparation and Demographic Data for Examinees

The subject areas with the greatest number of participants in 1998-99 were Spanish, business, and health science. Punjabi, Russian, and Vietnamese had the fewest examinees.

Because the information about examinees' educational level, undergraduate major, instate/out of state preparation status, and best language were not collected on the SSAT registration form until July 1, 1998, data for these categories are not available for most examinees for which the SSAT exam is the only required exam (agriculture, business, German, health science, home economics, industrial and technology education, Japanese, Mandarin, Punjabi, Russian, and Vietnamese). But the data is available for French and Spanish, and for these subject areas, the largest numbers of examinees had either earned Bachelor's degrees or had completed Bachelor's degrees plus additional coursework. The most frequent undergraduate college major for French and Spanish participants was the language in which they tested, followed by social

sciences and English/humanities. Approximately one-quarter of French and Spanish examinees reported a language other than English as their best language.

Results of other measures of preparation, semester units in the subject area and undergraduate grade point average (GPA), differed by subject area. More than half of agriculture and business examinees reported 37 or more units. French and home economics participants tended to be either well prepared with 37 or more units or to report less than 25 units. The largest numbers of German, health science, industrial and technology education, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese candidates were relatively unprepared with 24 units or less. With the exception of Russian examinees, the largest group of participants in each group reported undergraduate GPAs between 2.5 and 3.49.

Data were also available for all exams for gender and ethnicity of participants. More females than males took the agriculture, French, German, health sciences, home economics, Japanese, Mandarin, Punjabi, Russian, and Spanish exams. The opposite was the case in the business, industrial and technology education, and Vietnamese exams, where more males than females took the exams. The ethnicity of participants also varied by exam. The highest reported ethnicity for agriculture, business, French, German, health science, home economics, industrial and technology education, and Russian was White. Mandarin examinees reported they were Asian American most often. Vietnamese participants indicated either Asian American or Southeast Asian American. All of the Punjabi participants selected Other. Japanese and Spanish participants were divided among several ethnicities, with less than half White participants.

Summary of Passing Rates on the Examinations

The table below provides a summary of the cumulative and first-time passing rates on the Praxis and SSAT examinations in the vocational/technical subject areas and in languages other than English. *To fully understand this table and the discussion that follows, the reader should read the discussion of the passing rate data tables on pages 14-16.*

Summary Passing Rates on the Praxis and SSAT Exams in the Vocational/Technical Subject Areas and in Languages Other than English

| | Cumulative Passing Rates | | | | | |
|------------------------------|--------------------------|----------|---------------------|----------|--------------------------|----------|
| | All Participants | | Attempted All Exams | | First-Time Passing Rates | |
| | N | % Passed | N | % Passed | N | % Passed |
| Vocational/Technical | | | | | | |
| Agriculture | 57 | 42.1 | | | 75 | 33.3 |
| Business | 418 | 65.3 | | | 623 | 50.4 |
| Health Science | 476 | 90.5 | | | 754 | 84.1 |
| Home Economics | 142 | 77.5 | | | 207 | 70.5 |
| ITE | 94 | 77.7 | | | 145 | 65.5 |
| Languages Other Than English | | | | | | |
| French | 185 | 41.1 | 111 | 68.5 | 165 | 49.1 |
| German | 47 | 78.7 | | | 71 | 80.3 |
| Japanese | 53 | 86.8 | | | 77 | 83.1 |
| Mandarin | 38 | 94.7 | | | 52 | 90.4 |
| Punjabi | 3 | -- | | | 5 | -- |
| Russian | 16 | -- | | | 19 | -- |
| Spanish | 916 | 36.0 | 539 | 61.2 | 726 | 39.7 |
| Vietnamese | 28 | 100.0 | | | 38 | 100.0 |

Notes: "ITE" is Industrial and Technology Education. The "Attempted All Exams" area is shaded for the subject areas for which only one examination is required. First-time passing rates include all examinees who took the all of the appropriate exams for the subject area from December 1995 through June 1999. Cumulative passing rates do not include examinees who attempted their initial exam from July 1998 through June 1999. Passing rates are not reported for exams with fewer than 25 participants.

The subject areas with the highest passing rates were Vietnamese, Mandarin, health science, Japanese, and German. Language candidates, with the exception of French and Spanish examinees, tended to be very successful at passing the exam(s). In most cases, cumulative passing rates are higher than first-time passing rates, indicating that

candidates who persist after an initial failure can improve. In all subject areas except French and Spanish, cumulative passing rates are higher than first-time passing rates, indicating that candidates who persist after an initial failure can improve. The overall cumulative passing rates for French and Spanish are lower than the first-time passing rates because these subject areas require multiple exams. It appears that some candidates who do not pass the first exam they take decide not to go on to take the other exams in that field. The comparison of the cumulative passing rates for those who have completed all required exams with the first-time passing rates show the same result as the other subject areas.

In the subject areas with enough examinees to make subgroup comparisons, the cumulative passing rates varied by subject area for gender and ethnic groups. Female participants outperformed male participants on the health science, and Spanish exams, whereas the reverse was found for the business exam. Examinees who identified themselves as White passed at higher rates on the business, health science, and French exams than other reported ethnicities. In Spanish, however, the highest passing rates were attained by Latino and Mexican American examinees.

Although the relationship is somewhat mixed, preparation was generally related to performance on the vocational/technical and language exams. In French and Spanish, subject areas in which data are available for educational level and undergraduate major, higher educational level was generally related to high passing rates, but an undergraduate major in French or Spanish did not lead to a higher passing rate on the exams. In all subject areas with enough examinees to report subgroups of undergraduate GPA, the higher the reported GPA, the higher the cumulative passing rate. A similar relationship was found with units of coursework: examinees who reported completing 37 or more units passed at higher rates than those who reported fewer units.

Report on the Praxis and SSAT Examinations in Vocational/Technical Subject Areas and Languages Other than English

December 1995 – June 1999

Part 1 Background Information

The California Commission on Teacher Credentialing issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements for earning a Single Subject Teaching Credential is verification of subject matter competence. Prospective teachers have two alternative ways to meet this requirement: (a) completion of a Commission-approved college or university program of subject matter preparation for teaching in the subject area, or (b) passage of subject matter exams. California Education Code Section 44281 requires the Commission to administer subject matter examinations and assessments for the purpose of verifying subject matter knowledge for teachers who take the exams in lieu of completing approved subject matter programs.

Since December 1995, the Commission has used exams in *The Praxis Series: Professional Assessments for Beginning Teachers* (Praxis exams), administered by Educational Testing Service (ETS), and the *Single Subject Assessments for Teaching* (SSAT exams), administered by National Evaluation Systems, Inc. (NES), for this purpose. This report will describe the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the vocational/technical subject areas (agriculture, business, health science, home economics, and industrial and technology education) and in languages other than English (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese). The specific exams used are shown in Table 1 on the next page. Candidates for Single Subject Teaching Credentials in these subject areas who have not completed Commission-approved subject matter preparation programs must pass the appropriate Praxis and SSAT exams listed in Table 1.

Table 2 on page 3 shows the number of candidates prepared in California who earned Single Subject Teaching Credentials in 1998-99 in each subject area. The table also shows (a) the number of these candidates who satisfied the subject matter requirement by completing Commission-approved subject matter preparation programs, and (b) the number and percentage of candidates who satisfied the subject matter requirement by passing the examinations.

Table 1: Subject Matter Examinations in the Vocational/Technical Subject Areas and Languages Other than English

| Subject | Praxis Exams | SSAT Exam |
|-------------------------------------|---|-------------------------------------|
| Vocational/Technical | | |
| Agriculture | | Agriculture |
| Business | | Business |
| Health Science | | Health Science |
| Home Economics | | Home Economics |
| Industrial and Technology Education | | Industrial and Technology Education |
| Languages Other than English | | |
| French | French: Productive Language Skills French: Linguistic, Literary, and Cultural Analysis | French |
| German | | German |
| Japanese | | Japanese |
| Korean* | | Korean |
| Mandarin | | Mandarin |
| Punjabi | | Punjabi |
| Russian | | Russian |
| Spanish | Spanish: Productive Language Skills Spanish: Linguistic, Literary, and Cultural Analysis | Spanish |
| Vietnamese | | Vietnamese |

*Korean was added as an SSAT examination area in June 1999. Data for the Korean exam are not included in this report.

The percentage of candidates who meet the subject matter requirement by exam varies by subject area and ranges from 0% in health science to 100% in Mandarin and Punjabi. The availability of approved subject matter programs probably affects how candidates choose to meet the requirement. Additionally, prospective language teachers may be more likely to have gained their subject matter knowledge through life experience than by taking coursework. The number of individuals pursuing credentials in some of these subject areas is very small.

Part 2 of this report provides information about the Praxis and SSAT exams and their development, administration, and scoring. Part 3 presents preparation and demographic data about examinees who began taking the Praxis and SSAT exams in the vocational/technical subject areas and in languages other than English between December 1995 and June 1999, and provides information about examinee performance (i.e., passing rates) on the exams.

Table 2: How In-State Single Subject Credential Candidates Satisfied the Subject Matter Requirement in Vocational/Technical Subject Areas and Languages Other than English in 1998-99

| Subject Area | Total Number of Teachers Credentialed* | Number Who Satisfied Subject Matter Requirement by Program | Number Who Satisfied Subject Matter Requirement by Exams | Percent Who Satisfied Subject Matter Requirement by Exams |
|-------------------------------------|--|--|--|---|
| Vocational/Technical | | | | |
| Agriculture | 60 | 51 | 9 | 15% |
| Business | 160 | 101 | 59 | 37% |
| Health Science | 32 | 32 | 0 | 0% |
| Home Economics | 37 | 16 | 21 | 57% |
| Industrial and Technology Education | 36 | 23 | 13 | 36% |
| Languages Other than English | | | | |
| French | 41 | 28 | 13 | 32% |
| German | 10 | 5 | 5 | 50% |
| Japanese | 15 | 9 | 6 | 40% |
| Mandarin | 4 | 0 | 4 | 100% |
| Punjabi | 1 | 0 | 1 | 100% |
| Russian | 1 | 1 | 0 | 0% |
| Spanish | 251 | 170 | 81 | 32% |
| Vietnamese | 0 | -- | -- | -- |

*Includes only "first time" and "new type" Internship, Five-Year Preliminary, and Professional Clear Teaching Credentials for candidates prepared in California. First time credentials are awarded to candidates who have not held credentials before. New type credentials add new authorizations to previous credentials. An additional number of candidates prepared outside of California also received credentials in 1998/99 (agriculture, 6; business, 45; health science, 54; home economics, 38; industrial and technology education, 17; French, 50; German, 12; Japanese, 4; Mandarin, 3; Russian, 5; Spanish, 136). It is not known how many of these individuals met the subject matter requirement by exam.

Note: Korean is not included in this table because the examination was not a credentialing option in 98/99. The examination was not offered until June 1999. As a result, the examination results would not have been available to candidates to apply for credentials prior to the end of 98/99.

Part 2

Description, Development, Administration, and Scoring of the Examinations

This part of the report includes a description of the Praxis and SSAT exams and provides information about their development, administration, and scoring.

Description of the Exams

The Required Exams

Only one SSAT exam is necessary to fulfil the subject matter exam requirement for all vocational/technical areas and for languages other than English, with the exception of French and Spanish. For those two languages, two Praxis and one SSAT exams are needed to fulfil the requirement.

The Praxis Exams

The Praxis exams in French and Spanish were developed to measure an examinee's depth of knowledge and higher-order thinking skills through the use of constructed-response questions. The Praxis exams are based on content specifications that were developed by committees of California educators and teacher educators and adopted by the Commission. The test specifications for the Praxis exams in French and Spanish are provided in Appendix A. Examinees are given a total of one hour to complete each exam.

The French and Spanish *Productive Language Skills* exams each consist of six speaking and three writing questions. For the speaking section, examinees respond to taped questions by recording their responses in French/Spanish. Examinees write their responses in French/Spanish for the writing questions. For scoring purposes, the writing questions are weighted slightly more heavily than the speaking questions.

The French and Spanish *Linguistic, Literary, and Cultural Analysis* exams each include three essay questions. Examinees respond in French/Spanish to the questions, which measure candidates' abilities to analyze errors in text, read critically passages from French/Spanish literature, and compare French/Spanish and U.S. cultures. The three questions are weighted to compensate for differences in the scoring scales (see Appendix C).

The SSAT Exams

Like the Praxis exams, the SSAT exams are based on content specifications that were developed by committees of California educators and teacher educators and adopted by the Commission. The SSAT exams in agriculture, business, health science, home economics, and industrial and technology education each consist of 80 scorable multiple-choice items¹ and two constructed-response items, designed to measure an examinee's depth of knowledge and higher-order thinking skills in each subject area. The multiple-choice items comprise 80% of the total score and the constructed-response items are 20%, with the exception of the health science exam, for which the weighting is 75% multiple choice and 25% constructed response. The exams assess knowledge and skills in the following areas:

Agriculture:

- Animal science
- Plant and soil science
- Ornamental horticulture
- Agricultural business management and global society
- Natural resources and forestry
- Agricultural mechanics

Business:

- Business management
- Accounting
- Marketing and entrepreneurship
- Business technology and information systems
- Economics and finance

Health Science:

- Foundations of health science education
- Influences on personal health
- Family life and relationships
- Community and societal health
- Health promotion, disease prevention, and risk reduction

Home Economics:

- Child development, guidance, and education
- Individual and family development, parenting, and health
- Nutrition, food, and hospitality
- Fashion and textiles
- Living and working environments
- Resource management and consumer education

¹ The SSAT exams also contain 20 nonscorable items for pilot-testing and equating purposes.

Industrial and Technology Education:

Communication

Production

Power, energy, and transportation

Technology

The SSAT exams in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese, each include 30 scorable multiple choice-items² and eight constructed-response items, two in each of four areas: listening, reading, writing, and speaking. These language exams assess knowledge and skills in a particular language in the following areas (the approximate weighting of each area is presented in parentheses):

| | |
|-------------------------|-------|
| Cultural knowledge | (15%) |
| Linguistics | (10%) |
| Language structures | (15%) |
| Listening comprehension | (12%) |
| Reading comprehension | (12%) |
| Writing expression | (18%) |
| Speaking expression | (18%) |

In French and Spanish, the SSAT exams contain 80 scorable (and 20 nonscorable) multiple-choice items, which measure knowledge and skills in the following areas:

| | |
|---|-------|
| Cultural knowledge | (25%) |
| Linguistics | (25%) |
| Nature of language/language acquisition | (10%) |
| Written and spoken language | (40%) |

The SSAT tests are administered in five-hour sessions, during which examinees can take either one or two tests. More detail about the SSAT exams is provided in the test specifications in Appendix B.

Development of the Exams

Development of Test Specifications

Until 1992, the Commission used the multiple-choice NTE Specialty Area Tests, multiple-choice exams developed and administered by ETS to verify the subject matter competence of credential candidates who had not completed an approved subject matter program. In 1987 and 1988, the Commission conducted validity studies of fifteen NTE tests. More than 400 secondary school teachers, curriculum specialists, and teacher educators reviewed the specifications for the tests, as well as the actual test questions. The participants wrote extensive comments about the tests and the changes

² Each of these language SSAT exams also contains 10 nonscorable items for pilot-testing and equating purposes.

that the Commission should make to them. Overall, the reviewers in each subject area made the following two general recommendations to the Commission:

- (1) Update the NTE tests and make them consistent with the California State Frameworks and Model Curriculum Standards, and
- (2) Supplement the NTE tests with performance assessments (i.e., constructed-response questions) in each subject.

In 1988, the Commission adopted a plan to develop a new two-part examination in each of the single subject areas. One part of each exam would measure the depth of the candidate's knowledge in the subject area through constructed-response questions. The other part would consist of multiple-choice questions that assess the breadth of the candidate's knowledge in the subject area.

To develop the exam specifications for examinations in languages other than English, the Commission's Executive Director appointed a Teacher Preparation and Assessment Advisory Panel. The panel consisted of currently practicing teachers, curriculum specialists, teacher educators, and college faculty members. The Commission asked the panel to develop (a) content specifications for the planned new exams and (b) program standards for subject matter programs.

In the subject areas of agriculture, business, health science, home economics, and industrial and technology education, the Commission awarded a contract to NES for the development of both exam specifications and exams. Commission staff selected teachers and subject matter faculty to serve on Content Advisory Committees (similar to the Teacher Preparation and Assessment Advisory Panel described above). Each committee was responsible for writing draft exam specifications and program standards.

The Commission instructed the panel/committees to create exam specifications and program standards that were as congruent as possible with one another and consistent with state K-12 curriculum documents. Following the creation of draft exam specifications in each subject area, the Commission conducted a field review/ validity study. Teachers, curriculum specialists, and subject matter faculty were asked to evaluate the importance of each content specification for prospective teachers, and to identify omitted content areas and skills. The advisory panel/committees reviewed the results of the field reviews and revised the specifications as necessary. The Commission adopted content specifications for the languages other than English in 1992. Language-specific notes were added to these specifications by the French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese Content Advisory Committees and adopted by the Commission in August 1994. The Commission adopted the content specifications for agriculture, business, health science, home economics, and industrial and technology education in February 1996. The adopted specifications were used as the basis for the subsequent development of the Praxis and SSAT exams.

Development of the Praxis Exams (French and Spanish)

After the field review established the validity of the content specifications and the Commission adopted them in 1992, the Teacher Preparation and Assessment Advisory Panel in French and Spanish worked closely with ETS to develop Content Area Performance Assessments (CAPAs), constructed-response tests that later became part of The Praxis Series. The constructed response exams in French and Spanish were first administered in December 1992.

In 1992, ETS conducted national validation studies for ten subject areas, including French and Spanish. Teachers and teacher educators of diverse ethnic and cultural backgrounds evaluated the validity and fairness of the item pools for each of the exams. One representative from California participated in each subject area. The participants rated (a) the match between the items and the content specifications, (b) the importance of the knowledge or skill measured by the item for the job of beginning teachers, and (c) the fairness of the items. Items that were identified as invalid or biased by panelists were removed from the item pool or revised.

To ensure the validity and fairness of the Praxis exams, test questions are reviewed for bias on an ongoing basis. During the exam development process, trained ETS staff review questions and potential test forms for bias. If the reviewer has sensitivity-related concerns about a test question or a test form, the reviewer and the test developer work together to resolve the issues. If the issues cannot be resolved, the test question or form goes to an arbitration panel of individuals internal and external to ETS, who then reach a consensus about whether the question or form conforms to ETS sensitivity review guidelines and procedures.

New Praxis test questions are pilot-tested at California colleges and universities before they are included in an exam form. Trained California scorers then read the questions and pilot-test responses and judge the clarity, appropriateness, ease of scoring, and fairness of the questions. Test questions are revised or discarded based on these evaluations.

Development of the SSAT

In keeping with the Commission's 1988 plan to establish subject matter examinations that included both (a) constructed-response questions to assess a candidate's depth of subject matter knowledge and (b) multiple-choice items to measure a candidate's breadth of knowledge, the Commission, in January 1995, contracted with NES to develop and administer multiple-choice subject matter exams in agriculture, business, health science, home economics, industrial and technology education, French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese. Commission staff selected teachers and subject matter faculty to serve on Content Advisory Committees for each subject area. The role of the committees was to work with NES to develop/update content specifications (as described previously) and to develop the new SSAT exams consistent with the content specifications and recommend passing standards.

Additionally, Commission staff selected teachers and college and university faculty who represented diverse backgrounds with respect to ethnicity, race, culture, and gender to serve on a Bias Review Committee. This committee reviewed exam items, procedures, and materials for bias at several points in the development process.

Following the development of a pool of draft test items in each of the subject areas, the Content Advisory Committees and the Bias Review Committee reviewed each item for job-relatedness, accuracy, congruence with the content specifications, and bias. NES then conducted pilot tests of the SSAT items at colleges and universities in California. College seniors and students enrolled in teacher preparation programs who had specialized in the subject areas were recruited to participate. The pilot-test data were used to verify and improve the psychometric quality of the items.

The SSAT exams in agriculture, business, home economics, industrial and technology education, French, German, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese replaced the NTE exams in October 1996 as part of the requirement for the Single Subject Teaching Credential for candidates who do not complete Commission-approved subject matter programs. The health science exam, which had not previously existed in the NTE series, was also offered for the first time in October 1996. The Korean SSAT exam was added in June 1999. Since the implementation of the new SSAT exams, candidates for Single Subject Teaching Credentials in these subject areas who have not completed Commission-approved subject matter preparation programs must pass the appropriate SSAT and Praxis exams.

Prior to the first administration of the SSAT examinations in agriculture, business, home economics, industrial and technology education, French, German, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese in October 1996, the Commission and NES conducted additional item validation and standard setting studies. The Content Advisory Committees who worked with NES to develop the examination items (a) reviewed the items again for job-relatedness, accuracy, match with the content specifications, and bias, and (b) recommended passing standards. In October and December 1996, the Commission adopted passing standards for the SSAT exams in these subject areas. The Commission and NES conducted additional item validation and standard setting studies for the Korean SSAT exam in 1999. The Commission adopted a passing standard for the Korean exam in June 1999.

In December 1998, Commission staff, in conjunction with NES and ETS, conducted standard setting studies in which panels of California teachers and teacher educators recommended new passing standards for the French and Spanish exams. These new standards were adopted by the Commission in April 1999, and took effect September 1, 1999.

Administration of the Exams

The Praxis exams are currently administered six times a year by ETS. The SSAT exams are currently administered by NES four times per year, with the exception of the exams in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese, which are administered two times a year. Both sets of exams are administered at multiple sites

throughout California. In addition, ETS also offers the Praxis exams throughout the United States.

Alternative testing arrangements are available for both the Praxis and SSAT exams for individuals who cannot take exams on Saturday due to religious convictions or U.S. military duties, and for individuals who have disabilities. These arrangements include a variety of accommodations such as an alternative testing day, additional time, separate testing rooms, special seating arrangements, enlarged-print exam books, large-block answer sheets, sign language interpreters, and colored overlays.

Table 3 provides the numbers of exams administered in the vocational/technical subject areas and in languages other than English in 1998-99, the most recent year for which data are available. Because some examinees took one or more exams on more than one occasion in the year, the figures in Table 3 represent the total numbers of exams taken, not unduplicated counts of examinees who took the exams. Business, health science, and Spanish are the highest volume exams of the ones presented in this report.

Table 3: Number of Examinations Administered in 1998-99

| Exam | Number of Exams Administered |
|---|-------------------------------------|
| Vocational/Technical | |
| Agriculture | 34 |
| Business | 308 |
| Health Science | 316 |
| Home Economics | 83 |
| Industrial and Technology Education | 62 |
| Languages Other than English | |
| <u>French</u> | |
| French SSAT | 88 |
| Praxis French: Linguistic, Literary, and Cultural Analysis | 117 |
| Praxis French: Productive Language Skills | 91 |
| German | 25 |
| Japanese | 29 |
| Mandarin | 14 |
| Punjabi | 2 |
| Russian | 3 |
| <u>Spanish</u> | |
| Spanish SSAT | 374 |
| Praxis Spanish: Linguistic, Literary, and Cultural Analysis | 453 |
| Praxis Spanish: Productive Language Skills | 383 |
| Vietnamese | 10 |

Scoring of the Exams

Scoring the Praxis Exams

Each examinee's response to each constructed-response question on the Praxis exams is rated by two experienced teachers who have been trained to rate Praxis responses in the particular subject area. Scorers are carefully selected, trained, supervised, and monitored to ensure highly reliable scores. They assign scores based on specific scoring guides. Appendix C contains the scoring guides for the French and Spanish Praxis exams. If the two scorers' ratings for a response differ by more than one point, an adjudication process, which involves a third and possibly a fourth scorer, is used to determine a rating.

For the Praxis French and Spanish exams, the item ratings are weighted and summed to arrive at a total raw score. The raw score is then converted to a scaled score that adjusts for the difficulty of the particular form of the test. Scaled scores range from 100 to 200. The minimum passing score varies by exam (see Table 4 on the next page).

ETS mails score reports to examinees approximately six weeks after the Praxis exams are administered. Each score report shows the examinee's scores and indicates the examinee's passing status. For an examinee who has taken the Praxis exams more than once, the score reports also show the examinee's cumulative record on the exams. Examinees receive a 23-page interpretive leaflet with their score reports. Appendix D contains an example of a Praxis score report for an examinee who attempted the Praxis French exams. Score reports for other Praxis exams are similar. The Commission receives Praxis scores in electronic format from ETS and used those data to create this report.

Scoring the SSAT Exams

NES uses a scoring procedure for the constructed-response items on the SSAT exams that is similar to that used by ETS for the Praxis exams. Each examinee's response to each constructed-response question is rated by two experienced and trained teachers or college/university faculty. They assign scores based on the scoring scale contained in Appendix C. If the two scorers' ratings for a response differ by more than one point, an adjudication process, which involves a third and possibly fourth scorer, is used to determine a rating.

The multiple-choice SSAT exams are machine-scored. Raw scores (i.e., the number of scorable items answered correctly) are converted to scaled scores that range from 100 to 300. Raw scores from the multiple-choice and constructed-response sections of the test are scaled and combined such that the scaled score of 220 is the minimum passing score. The scaling process compensates for minor differences in difficulty across forms and is intended to ensure a constant passing standard for examinees across time.

NES mails score reports to examinees approximately six weeks after the SSAT exams are administered. A score report includes the candidate's overall score, the candidate's passing status, indicators of performance on each content domain of the exam,

cumulative results for each SSAT test taken, and an explanation of how to read the score report. Appendix D contains an example of a score report for the SSAT in home economics. Score reports for the other SSAT exams are similar. The Commission receives SSAT exam scores in electronic format from NES and uses those data to create this report.

Praxis and SSAT Examination Passing Standards

Table 4 shows the Commission-adopted passing standards for the Praxis and SSAT examinations in the vocational/technical subject areas and in languages other than English for the period covered by this report (December 1995 – June 1999). Examinees must pass each required exam.

In April 1999, the Commission adopted new passing standards for the required exams in French and Spanish. These new standards were implemented beginning with administrations of the exams in September 1999.

Table 4: Examination Passing Standards

| Exam | Passing Standard |
|---|-------------------------|
| Vocational/Technical | |
| Agriculture | 220 |
| Business | 220 |
| Health Science | 220 |
| Home Economics | 220 |
| Industrial and Technology Education | 220 |
| Languages Other than English | |
| <u>French</u> | |
| French SSAT | 220 (56) |
| Praxis French: Linguistic, Literary, and Cultural Analysis | 171 |
| Praxis French: Productive Language Skills | 172 |
| German | 220 |
| Japanese | 220 |
| Mandarin | 220 |
| Punjabi | 220 |
| Russian | 220 |
| <u>Spanish</u> | |
| Spanish SSAT | 220 (58) |
| Praxis Spanish: Linguistic, Literary, and Cultural Analysis | 171 |
| Praxis Spanish: Productive Language Skills | 172 |
| Vietnamese | 220 |

Notes: Praxis and SSAT passing scores are presented in scaled score points. SSAT passing scores are also presented in raw score points, in parentheses, for one form of each exam that contains only multiple-choice items. Corresponding raw scores do not exist for subject areas that contain both multiple-choice and constructed-response items. The raw points necessary to pass different forms of an SSAT exam may vary somewhat. Equating is used to make exam scores comparable across exam forms.

Part 3

Preparation and Demographic Data for Examinees and Passing Rates on the Examinations

This part of the report provides preparation and demographic data and passing rates for candidates who have taken the Praxis and SSAT exams in French and Spanish since December 1995 and the SSAT exams in agriculture, business, health science, home economics, industrial and technology education, German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese since October 1996, through June 1999. A description of the tables used to present the data is provided first. This description is followed by the tables and discussion of the data for each of the two sets of subject areas and a summary. *To fully understand the tables and the related discussions, the reader needs to carefully read the descriptions that follow.*

Description of the Preparation and Demographic Data (Tables 5 and 8)

Tables 5 and 8 provide preparation and demographic information about candidates who have taken the Praxis and/or SSAT exams in the vocational/technical subject areas and languages other than English, respectively, through June 1999.³ All candidates who attempted one or more of the required examinations from December 1995 through June 1999 are included in the analyses.⁴

The data in Tables 5 and 8 come from the Praxis and SSAT registration forms completed by candidates when they register to take an exam. The tables reflect the most current information available for each participant; that is, information from the most recent registration form(s) completed by the participant. Some of the data are gathered on both the Praxis and the SSAT registration forms, but other data are only collected on one form. For subject areas that require only an SSAT exam, some data were not collected from candidates because the questions were only on the Praxis form. Gender and ethnicity are collected on both the Praxis and SSAT registration forms. Until 1998-99, information about educational level, undergraduate college major, where preparation was received, and best language came only from the Praxis registration

³ Data for the SSAT Korean exam are not included in this report because the exam was offered for the first time at the June 1999 administration and not enough data are available to report. Only the French and Spanish exams were offered in 1995-96. As a result, data are presented only for 1996-97 through 1998-99 for the other exams in this report.

⁴ For the purposes of analysis, each examinee was assigned to an annual cohort based on the year he/she began taking any of the required exams in a subject area. For example, if a participant took the Praxis "Spanish: Productive Language Skills" exam for the first time in 1995-96, and took the remaining Spanish exams for the first time in 1996-97, that participant was assigned to the 1995-96 cohort. Each participant is assigned to only one annual cohort. All candidates who attempted one or more of the required examinations from December 1995 through June 1999 are included in the report. Examinee data are not reported by cohort, however, because too few examinees participated in these exams for cohort data to be reliable.

forms. In 1998-99, these questions were added to the SSAT registration form. As a result, data on these variables are only available for the candidates in the 1998-99 cohort. The SSAT registration form is the source of data on completed semester units in the subject area.

The “Did Not Respond” rows in Tables 5 and 8 include three groups of participants: (a) examinees who completed the registration form, but opted not to respond to the question; (b) examinees who did not take the test (i.e., Praxis or SSAT) whose registration form included the question; and (c) examinees whose registration form did not include the question from which the data is derived (see above for explanation). For example, in the data for completed semester units in the subject area, participants who took the SSAT but did not answer the question, and participants who did not take the SSAT, are included in the “Did Not Respond” row. This row also includes data for examinees in cohorts prior to when questions or response categories were added to the registration form.

Although candidates are asked to indicate their ethnicity on both the Praxis and SSAT registration forms, the response categories provided differ. The SSAT registration form has a separate category for Filipino, but the Praxis form does not include Filipino. It is unclear which category Filipino examinees select on the Praxis form. As a result, only part of this group (those who took an SSAT exam) is identified separately and the other part (those who only took a Praxis exam) is mixed with the other ethnic groups.

All of the data need to be interpreted cautiously due to the frequently high percentages of participants who did not respond to questions and, for many of the exams, the low incidence of examinees.

Description of the Passing Rate Data (Tables 6, 7, and 9-13)

Passing rate data are provided in Tables 6, 7 and 13 for agriculture, business, health science, home economics, and industrial and technology education and in Tables 9-13 for French, German, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese. Tables for each set of subject areas provide cumulative passing rates and first-time passing rates in relation to the entire examination requirement. As described in Part 2 of this report, to pass the exams and satisfy the subject matter requirement in French and Spanish, participants must pass the SSAT exam and both Praxis exams. For these two subject areas, passing rates by individual tests are provided in Table 12. To pass the requirement in the other subject areas, candidates must pass the appropriate SSAT exam.

The cumulative passing rate tables (Tables 6 and 10) and the first-time passing rate tables (Tables 7 and 11) each provide data for subgroups of participants based on preparation and demographic variables. In all passing rate tables, passing rates are not provided for any subgroup with less than 25 participants, because a passing rate for so few participants is too unreliable for drawing any conclusions about the subgroup.

Data are provided for the same subgroups included in the preparation and demographic data tables (Tables 5 and 8), with the exceptions of subgroups containing less than 25 participants overall. For subgroups with too few participants to report reliable passing rates, data aggregated across several combined subgroups (e.g., ethnicity) are provided to the extent that they are meaningful. No performance data are provided in the tables for variables for which only one subgroup contains more than 25 participants (e.g., best language); these variables are omitted from the tables.⁵ No subgroup data are provided for German, Japanese, Mandarin, Punjabi, Russian, or Vietnamese because no variables contained more than one subgroup with at least 25 examinees. The description of the source and nature of the preparation and demographic data with respect to Tables 5 and 8 also applies to these passing rate tables. The reader is referred back to the description of Tables 5 and 8 (pages 13-14) relating to (a) data collected on each registration form, (b) “Did Not Respond” data, and (c) Filipino participants.

Cumulative Passing Rates: Tables 6, 9, 10, 12, and 13

Cumulative passing rates reflect the fact that candidates have multiple opportunities to pass the exam(s) required for their selected subject areas. The cumulative passing rates presented in Tables 6, 9, 10, 12, and 13 are provided for all participants who initially took any of the respective exams through June 1998 (see cohort explanation in footnote on page 14). Cumulative passing rates are defined as the number of participants who have satisfied the examination requirement in the subject area by June 1999 divided by the number of participants who initially took any of the exams through June 1998.

The cumulative passing rates in Tables 6, 9, 10, 12, and 13 do not include data for the participants who initially took the exams from July 1998 through June 1999. These participants have had too few opportunities to take and pass the required exam(s) to make their cumulative passing rates meaningful. Some participants in that cohort, for example, decided late in the testing year to take the test(s) and therefore had only one chance in the year to retake the required test(s).

For French and Spanish, information is provided about all participants and about participants who have attempted all three exams. The data for “All Participants” include individuals who have taken at least one of the required exams. The number of these participants (N), the number of them who had passed all three exams by June 1999 (N Passed), and the percentage who had passed all three exams by June 1999 (% Passed) are provided. Data for the smaller group of participants who have attempted all three required exams is also shown. The number of these participants (N) and the percentage who had passed all three exams by June 1999 (% Passed) are shown in the table.⁶

⁵ Because passing rate data for the different vocational/technical subject areas exams are presented together in the same tables, variables are included if at least one of the exams contained at least two subgroups for that variable.

⁶ The *number* of participants took all three exams and passed all of them by June 1999 is the same as the number of *all* participants who had passed all three exams by June 1999, and, therefore, is not repeated in the tables.

First-Time Passing Rates: Tables 7, 9, 11, 12 and 13

Tables 7, 11, 12, and 13 show first-time passing rates, defined as the number of participants who satisfied the examination requirement in the subject area by passing each required exam the first time it was taken divided by the number of participants who have attempted all required exams. The first-time passing rates presented in Tables 7, 11, 12, and 13 are provided for participants who initially took any of the exams through June 1999. For each subject area, three pieces of information are provided: the number of participants in the group who attempted all required exams (N), the number of participants in the group who passed each required exam the first time it was taken (N Passed), and the percentage of participants in the group who passed each required exam the first time it was taken (% Passed).

By-Test Passing Rates in French and Spanish: Table 12

French and Spanish are the only subject areas in this report that require more than one exam. Table 12 shows both cumulative and first-time passing rates for each of the required French and Spanish tests separately. Cumulative passing rates in Table 12 are defined as the number of participants who passed the examination between December 1995 and June 1999 (regardless of the number of attempts) divided by the number of participants who initially attempted the exam between December 1995 and June 1998. First-time passing rates in these tables are defined as the number of participants who passed the exam between December 1995 and June 1999 on their first attempt divided by the number of participants who initially attempted the exam during that time period.

The Vocational/Technical Examinations**Preparation and Demographic Data**

Table 5 on the next page provides preparation and demographic information about candidates who took SSAT exams in agriculture, business, health science, home economics, and industrial and technology education from October 1996 through June 1999. For educational level, undergraduate major, where prepared, and best language, large numbers of examinees (more than 60%) did not have opportunities to respond to the questions because the questions were not added to the SSAT registration form until 1998-99. As a result, the data for these items should be interpreted with caution because they pertain only to examinees who took the test(s) in 1998-1999.

Of the vocational/technical examinees who reported their educational level at the time of the exam, most indicated they had a Bachelor's degree or a Bachelor's degree plus units. Of the examinees reported their undergraduate college majors, most indicated that they held majors in the vocational/technical subject area of the exam they were taking, or in another vocational/technical area.

Another related indicator of preparation for the exams is semester units of coursework in the field. In agriculture and business, more than half of the examinees were relatively well-prepared with 37 or more units, perhaps with a major in the subject area

**Table 5: Preparation and Demographic Data for Vocational/Technical Examinees
(October 1996 - June 1999)**

| | <u>Agriculture</u> | | <u>Business</u> | | <u>Health Sci.</u> | | <u>Home Econ.</u> | | <u>ITE</u> | |
|---|--------------------|--------------|-----------------|--------------|--------------------|--------------|-------------------|--------------|------------|--------------|
| | N | % | N | % | N | % | N | % | N | % |
| All Participants | 75 | 100.0 | 623 | 100.0 | 754 | 100.0 | 207 | 100.0 | 145 | 100.0 |
| Educational Level | | | | | | | | | | |
| Undergraduate | 1 | 1.3 | 6 | 1.0 | 5 | 0.7 | 1 | 0.5 | 1 | 0.7 |
| Bachelor's Degree | 7 | 9.3 | 47 | 7.5 | 30 | 4.0 | 9 | 4.3 | 8 | 5.5 |
| Bachelor's Deg. + Units | 13 | 17.3 | 127 | 20.4 | 190 | 25.2 | 42 | 20.3 | 30 | 20.7 |
| Master's Degree & Above | 3 | 4.0 | 67 | 10.8 | 50 | 6.6 | 14 | 6.8 | 15 | 10.3 |
| Did Not Respond | 51 | 68.0 | 376 | 60.4 | 479 | 63.5 | 141 | 68.1 | 91 | 62.8 |
| Semester Units in Subject | | | | | | | | | | |
| 0 - 24 | 14 | 18.7 | 156 | 25.0 | 497 | 65.9 | 92 | 44.4 | 88 | 60.7 |
| 25 - 36 | 14 | 18.7 | 97 | 15.6 | 68 | 9.0 | 20 | 9.7 | 11 | 7.6 |
| 37 or More | 46 | 61.3 | 323 | 51.8 | 117 | 15.5 | 72 | 34.8 | 33 | 22.8 |
| Did Not Respond | 1 | 1.3 | 47 | 7.5 | 72 | 9.5 | 23 | 11.1 | 13 | 9.0 |
| Undergrad. College Major | | | | | | | | | | |
| Education | 0 | 0.0 | 3 | 0.5 | 7 | 0.9 | 1 | 0.5 | 5 | 3.4 |
| English/Humanities | 0 | 0.0 | 8 | 1.3 | 23 | 3.1 | 7 | 3.4 | 9 | 6.2 |
| Math/Natural Sciences | 2 | 2.7 | 1 | 0.2 | 22 | 2.9 | 0 | 0.0 | 3 | 2.1 |
| Social Sciences | 0 | 0.0 | 28 | 4.5 | 58 | 7.7 | 13 | 6.3 | 5 | 3.4 |
| Voc./Tech.: Exam Area | 11 | 14.7 | 109 | 17.5 | 17 | 2.3 | 18 | 8.7 | 7 | 4.8 |
| Voc./Tech.: Other | 1 | 1.3 | 12 | 1.9 | 54 | 7.2 | 6 | 2.9 | 16 | 11.0 |
| Undecided/Other | 1 | 1.3 | 11 | 1.8 | 20 | 2.7 | 5 | 2.4 | 4 | 2.8 |
| Did Not Respond | 60 | 80.0 | 451 | 72.4 | 553 | 73.3 | 157 | 75.8 | 96 | 66.2 |
| Undergraduate GPA | | | | | | | | | | |
| 3.5-4.0 | 9 | 12.0 | 117 | 18.8 | 146 | 19.4 | 46 | 22.2 | 33 | 22.8 |
| 2.5-3.49 | 59 | 78.7 | 420 | 67.4 | 530 | 70.3 | 147 | 71.0 | 89 | 61.4 |
| Below 2.5 | 6 | 8.0 | 58 | 9.3 | 39 | 5.2 | 6 | 2.9 | 16 | 11.0 |
| Did Not Respond | 1 | 1.3 | 28 | 4.5 | 39 | 5.2 | 8 | 3.9 | 7 | 4.8 |
| Where Prepared | | | | | | | | | | |
| California | 21 | 28.0 | 162 | 26.0 | 183 | 24.3 | 38 | 18.4 | 33 | 22.8 |
| Outside of California | 4 | 5.3 | 65 | 10.4 | 54 | 7.2 | 14 | 6.8 | 14 | 9.7 |
| No Preparation | 0 | 0.0 | 18 | 2.9 | 22 | 2.9 | 12 | 5.8 | 5 | 3.4 |
| Did Not Respond | 50 | 66.7 | 378 | 60.7 | 495 | 65.6 | 143 | 69.1 | 93 | 64.1 |
| Gender | | | | | | | | | | |
| Female | 44 | 58.7 | 212 | 34.0 | 457 | 60.6 | 188 | 90.8 | 16 | 11.0 |
| Male | 31 | 41.3 | 400 | 64.2 | 285 | 37.8 | 14 | 6.8 | 125 | 86.2 |
| Did Not Respond | 0 | 0.0 | 11 | 1.8 | 12 | 1.6 | 5 | 2.4 | 4 | 2.8 |
| Ethnicity | | | | | | | | | | |
| African American | 0 | 0.0 | 53 | 8.5 | 30 | 4.0 | 9 | 4.3 | 4 | 2.8 |
| Asian American | 3 | 4.0 | 14 | 2.2 | 18 | 2.4 | 4 | 1.9 | 1 | 0.7 |
| Filipino | 1 | 1.3 | 5 | 0.8 | 9 | 1.2 | 2 | 1.0 | 1 | 0.7 |
| SE Asian American | 1 | 1.3 | 1 | 0.2 | 2 | 0.3 | 1 | 0.5 | 0 | 0.0 |
| Pacific Islander | 0 | 0.0 | 4 | 0.6 | 6 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| Mexican American | 5 | 6.7 | 26 | 4.2 | 36 | 4.8 | 8 | 3.9 | 6 | 4.1 |
| Latino or Other Hispanic | 2 | 2.7 | 20 | 3.2 | 21 | 2.8 | 2 | 1.0 | 0 | 0.0 |
| Native American, Amer. Indian, Alaskan Native | 2 | 2.7 | 5 | 0.8 | 9 | 1.2 | 2 | 1.0 | 2 | 1.4 |
| White (Non-Hispanic) | 59 | 78.7 | 441 | 70.8 | 556 | 73.7 | 163 | 78.7 | 110 | 75.9 |
| Other | 1 | 1.3 | 22 | 3.5 | 37 | 4.9 | 6 | 2.9 | 11 | 7.6 |
| Did Not Respond | 1 | 1.3 | 32 | 5.1 | 30 | 4.0 | 10 | 4.8 | 10 | 6.9 |
| Best Language | | | | | | | | | | |
| English | 23 | 30.7 | 236 | 37.9 | 266 | 35.3 | 66 | 31.9 | 54 | 37.2 |
| Another Language | 1 | 1.3 | 8 | 1.3 | 9 | 1.2 | 1 | 0.5 | 3 | 2.1 |
| Did Not Respond | 51 | 68.0 | 379 | 60.8 | 479 | 63.5 | 140 | 67.6 | 88 | 60.7 |

IMPORTANT NOTES: See "Description of the Preparation and Demographic Data" on pages 14-15. ITE represents Industrial and Technology Education.

or a related field. For health science and industrial and technology education, candidates reported 24 or fewer units most often. In home economics, examinees were either well-prepared with 37 or more units (35%) or less well-prepared with fewer than 25 units (44%).

More than sixty percent of the participants in each exam area reported undergraduate GPAs from 2.50 through 3.49. Eleven percent or less of the participants on each exam reported average grades below a B- average (2.50).

With respect to demographic characteristics, more than seventy percent of participants in each exam identified themselves as White. More males participated in the business and industrial and technology education exams, whereas more females took the agriculture, health science, and home economics exams. Most of the vocational/technical exam participants who reported best language indicated that English was their best language.

Passing Rates

Cumulative Passing Rates

Table 6 on the next page displays cumulative passing rates for the vocational/technical exams for participants who attempted the exams for the first time between October 1996 and June 1998. The passing rates include all scores for participants through June 1999. Passing rates ranged from 42 percent in agriculture to 91 percent in health science. Cumulative passing rates are not reported for subgroups that contained less than 25 examinees.

The results in Table 6 generally indicate that preparation is related to performance. For business, health science, and home economics participants, the higher the reported GPA, the higher the cumulative passing rate. Business, home economics, and industrial and technology education examinees who reported completing 37 or more units passed at higher rates than those who reported less than 25 units. This relationship did not exist, however, in health science, where passing rates were similar for examinees regardless of reported course units.

Business and health science were the only two fields with enough examinees to make comparisons by gender and ethnicity. Male participants outperformed female participants on the business exam, whereas the reverse was found for health science. Examinees who identified themselves as White passed at higher rates on both exams than other reported ethnicities. Given the steps described earlier in this report that the Commission, ETS, and NES have taken to eliminate bias from the exams, much of the ethnic group differences in passing rates may be attributable to differences in academic preparation. With so few participants of ethnicities other than White, however, it would be difficult to study explanations for differences in performance among groups in a reliable manner.

Table 6: Cumulative Passing Rates on the Vocational/Technical Exams (October 1996 - June 1999)

| | <u>Agriculture</u> | | | <u>Business</u> | | | <u>Health Science</u> | | | <u>Home Economics</u> | | | <u>ITE</u> | | |
|----------------------------------|--------------------|---------------|-------------|-----------------|---------------|-------------|-----------------------|---------------|-------------|-----------------------|---------------|-------------|------------|---------------|-------------|
| | N | <u>Passed</u> | | N | <u>Passed</u> | | N | <u>Passed</u> | | N | <u>Passed</u> | | N | <u>Passed</u> | |
| | N | N | % | N | N | % | N | N | % | N | N | % | N | N | % |
| All Participants | 57 | 24 | 42.1 | 418 | 273 | 65.3 | 476 | 431 | 90.5 | 142 | 110 | 77.5 | 94 | 73 | 77.7 |
| Semester Units in Subject | | | | | | | | | | | | | | | |
| 0 - 24 | 11 | -- | -- | 98 | 53 | 54.1 | 308 | 284 | 92.2 | 57 | 45 | 78.9 | 52 | 41 | 78.8 |
| 25 - 36 | 8 | -- | -- | 67 | 42 | 62.7 | 45 | 42 | 93.3 | 14 | -- | -- | 9 | -- | -- |
| 37 or More | 37 | 14 | 37.8 | 216 | 161 | 74.5 | 81 | 73 | 90.1 | 51 | 42 | 82.4 | 25 | 23 | 92.0 |
| Undergraduate GPA | | | | | | | | | | | | | | | |
| 3.5-4.0 | 7 | -- | -- | 81 | 63 | 77.8 | 96 | 91 | 94.8 | 31 | 25 | 80.6 | 22 | -- | -- |
| 2.5-3.49 | 47 | 18 | 38.3 | 276 | 174 | 63.0 | 335 | 307 | 91.6 | 101 | 77 | 76.2 | 58 | 45 | 77.6 |
| Below 2.5 | 3 | -- | -- | 39 | 22 | 56.4 | 19 | -- | -- | 3 | -- | -- | 10 | -- | -- |
| Gender | | | | | | | | | | | | | | | |
| Female | 33 | 9 | 27.3 | 137 | 81 | 59.1 | 300 | 279 | 93.0 | 130 | 103 | 79.2 | 5 | -- | -- |
| Male | 24 | -- | -- | 271 | 185 | 68.3 | 167 | 143 | 85.6 | 8 | -- | -- | 85 | 67 | 78.8 |
| Ethnicity | | | | | | | | | | | | | | | |
| African American | 0 | -- | -- | 34 | 18 | 52.9 | 13 | -- | -- | 4 | -- | -- | 2 | -- | -- |
| Mexican American/Latino | 7 | -- | -- | 30 | 12 | 40.0 | 36 | 32 | 88.9 | 7 | -- | -- | 4 | -- | -- |
| White (Non-Hispanic) | 44 | 18 | 40.9 | 289 | 198 | 68.5 | 352 | 326 | 92.6 | 110 | 91 | 82.7 | 68 | 54 | 79.4 |
| All Other Ethnicities | 7 | -- | -- | 49 | 30 | 61.2 | 65 | 55 | 84.6 | 14 | -- | -- | 11 | -- | -- |

IMPORTANT NOTE: See "Description of the Passing Rate Data" on pages 14-16.

Table 7: First-Time Passing Rates on the Vocational/Technical Exams (October 1996 - June 1999)

| Participants | Agriculture | | | Business | | | Health Science | | | Home Economics | | | ITE | | |
|--------------------------------------|-------------|-----------|-------------|------------|------------|-------------|----------------|------------|-------------|----------------|------------|-------------|------------|-----------|-----------|
| | Passed | | | Passed | | | Passed | | | Passed | | | Passed | | |
| | N | N | % | N | N | % | N | N | % | N | N | % | N | N | % |
| Participants | 75 | 25 | 33.3 | 623 | 314 | 50.4 | 754 | 634 | 84.1 | 207 | 146 | 70.5 | 145 | 95 | 65 |
| Educational Level | | | | | | | | | | | | | | | |
| Undergraduate | 1 | -- | -- | 6 | -- | -- | 5 | -- | -- | 1 | -- | -- | 1 | -- | -- |
| Bachelor's Degree | 7 | -- | -- | 47 | 22 | 46.8 | 30 | 21 | 70.0 | 9 | -- | -- | 8 | -- | -- |
| Bachelor's Degree + Units | 13 | -- | -- | 127 | 42 | 33.1 | 190 | 145 | 76.3 | 42 | 27 | 64.3 | 30 | 10 | 33 |
| Master's Degree and Above | 3 | -- | -- | 67 | 30 | 44.8 | 50 | 42 | 84.0 | 14 | -- | -- | 15 | -- | -- |
| Prerequisite Units in Subject | | | | | | | | | | | | | | | |
| 0 - 24 | 14 | -- | -- | 156 | 69 | 44.2 | 497 | 419 | 84.3 | 92 | 67 | 72.8 | 88 | 53 | 60 |
| 25 - 36 | 14 | -- | -- | 97 | 41 | 42.3 | 68 | 60 | 88.2 | 20 | -- | -- | 11 | -- | -- |
| 37 or More | 46 | 17 | 37.0 | 323 | 192 | 59.4 | 117 | 99 | 84.6 | 72 | 50 | 69.4 | 33 | 27 | 81 |
| Undergrad. College Major | | | | | | | | | | | | | | | |
| Social Sciences | 0 | -- | -- | 28 | 15 | 53.6 | 58 | 41 | 70.7 | 13 | -- | -- | 5 | -- | -- |
| Voc./Tech.: Exam Area | 11 | -- | -- | 109 | 43 | 39.4 | 17 | -- | -- | 18 | -- | -- | 7 | -- | -- |
| Voc./Tech.: Other | 1 | -- | -- | 12 | -- | -- | 54 | 47 | 87.0 | 6 | -- | -- | 16 | -- | -- |
| All Other Reported Majors | 3 | -- | -- | 23 | -- | -- | 72 | 57 | 79.2 | 13 | -- | -- | 21 | -- | -- |
| Undergraduate GPA | | | | | | | | | | | | | | | |
| 3.5-4.0 | 9 | -- | -- | 117 | 73 | 62.4 | 146 | 138 | 94.5 | 46 | 33 | 71.7 | 33 | 23 | 69 |
| 3.0-3.49 | 59 | 19 | 32.2 | 420 | 208 | 49.5 | 530 | 443 | 83.6 | 147 | 103 | 70.1 | 89 | 57 | 64 |
| Below 2.5 | 6 | -- | -- | 58 | 21 | 36.2 | 39 | 24 | 61.5 | 6 | -- | -- | 16 | -- | -- |
| Where Prepared | | | | | | | | | | | | | | | |
| In California | 21 | -- | -- | 162 | 61 | 37.7 | 183 | 139 | 76.0 | 38 | 28 | 73.7 | 33 | 17 | 51 |
| Outside of California | 4 | -- | -- | 65 | 27 | 41.5 | 54 | 43 | 79.6 | 14 | -- | -- | 14 | -- | -- |
| No Preparation | 0 | -- | -- | 18 | -- | -- | 22 | -- | -- | 12 | -- | -- | 5 | -- | -- |
| Gender | | | | | | | | | | | | | | | |
| Female | 44 | 10 | 22.7 | 212 | 97 | 45.8 | 457 | 407 | 89.1 | 188 | 135 | 71.8 | 16 | -- | -- |
| Male | 31 | 15 | 48.4 | 400 | 210 | 52.5 | 285 | 215 | 75.4 | 14 | -- | -- | 125 | 84 | 67 |
| Ethnicity | | | | | | | | | | | | | | | |
| African American | 0 | -- | -- | 53 | 13 | 24.5 | 30 | 14 | 46.7 | 9 | -- | -- | 4 | -- | -- |
| Mexican American/Latino | 7 | -- | -- | 46 | 16 | 34.8 | 57 | 46 | 80.7 | 10 | -- | -- | 6 | -- | -- |
| White (Non-Hispanic) | 59 | 18 | 30.5 | 441 | 242 | 54.9 | 556 | 487 | 87.6 | 163 | 123 | 75.5 | 110 | 74 | 67 |
| All Other Ethnicities | 10 | -- | -- | 71 | 32 | 45.1 | 102 | 78 | 76.5 | 17 | -- | -- | 15 | -- | -- |

IMPORTANT NOTE: See "Description of the Passing Rate Data" on pages 14-16

The Examinations in Languages Other than English

Preparation and Demographic Data

The preparation and demographic data for participants who have taken the Praxis and/or SSAT exams in French, German, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese from December 1995 through June 1999⁷ are provided in Table 8 on pages 24-25. Because of previously mentioned differences in background questions on the Praxis and SSAT registration forms prior to 1998-99, data on educational level, undergraduate major, where prepared, and best language are not available for large numbers of examinees who took the German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese SSAT exams.

The data for educational level, undergraduate major, and best language were available for the French and Spanish exams. For those exams, the largest group of examinees had earned Bachelor's degrees, and many reported Master's degrees or above. Eighteen to 29 percent of the French and Spanish participants reported Master's degrees or above. The most frequent undergraduate college major for French and Spanish participants was the language for which they tested, followed by social sciences and English/humanities. Approximately one-quarter of French and Spanish examinees reported a language other than English as their best language.

Data are available for all exams for semester units in the subject area and undergraduate GPA. In each language except French, the largest group of examinees reported less than 25 units in the subject area, ranging from 38% in Spanish to 73% in Japanese. Among all exams, French had the smallest proportion of examinees reporting 24 units or less units in the language (30%), and the largest proportion of examinees reporting 37 or more units (30%)⁸. With respect to undergraduate GPA, the largest percentage of participants in each exam reported 2.5 to 3.49, with the exception of the Russian participants, of whom the largest group reported GPAs of 3.5-4.0.

Data are also available for all exams for gender and ethnicity of participants. More females than males took the exams, with the exception of the Vietnamese exam. The ethnicity of participants varied by exam. The highest reported ethnicity for the French, German, and Russian, and Spanish exams was White (40-84%). Half of the participants on the Spanish exams were Mexican American (25%) or Latino/Other Hispanic (26%). Examinees for the Mandarin and Japanese tests reported they were Asian American most often. Vietnamese exam participants most often indicated Southeast Asian American. All of the Punjabi participants selected Other.

⁷ Only the French and Spanish exams were offered in 1995-96.

⁸ Course unit data was not reported for 27 percent of French and Spanish examinees. This is due to the fact that there are two Praxis and one SSAT exams necessary to fulfil the subject matter requirement, and the Praxis registration form did not collect the course unit data after June 1998. Therefore, in addition to the participants who did not respond to the question, the data was unavailable for participants who only took the Praxis exams from July 1998 through June 1999.

Table 8: Preparation and Demographic Data for Languages Other Than English Examinees

| | French 12/95 - 6/99 | | German 10/96 - 6/99 | | Japanese 10/96 - 6/99 | | Mandarin 10/96 - 6/99 | |
|--|--------------------------------------|-------|--------------------------------------|-------|--|-------|--|-------|
| | N | % | N | % | N | % | N | % |
| All Participants | 301 | 100.0 | 71 | 100.0 | 77 | 100.0 | 52 | 100.0 |
| Educational Level | | | | | | | | |
| Undergraduate | 12 | 4.0 | 0 | 0.0 | 2 | 2.6 | 1 | 1.9 |
| Bachelor's Degree | 45 | 15.0 | 5 | 7.0 | 8 | 10.4 | 3 | 5.8 |
| Bachelor's Deg. + Units | 107 | 35.5 | 4 | 5.6 | 12 | 15.6 | 3 | 5.8 |
| Master's Degree & Above | 88 | 29.2 | 14 | 19.7 | 4 | 5.2 | 7 | 13.5 |
| Did Not Respond | 49 | 16.3 | 48 | 67.6 | 51 | 66.2 | 38 | 73.1 |
| Semester Units in Subject | | | | | | | | |
| 0 - 24 | 91 | 30.2 | 31 | 43.7 | 56 | 72.7 | 26 | 50.0 |
| 25 - 36 | 37 | 12.3 | 12 | 16.9 | 7 | 9.1 | 3 | 5.8 |
| 37 or More | 91 | 30.2 | 19 | 26.8 | 10 | 13.0 | 14 | 26.9 |
| Did Not Respond | 82 | 27.2 | 9 | 12.7 | 4 | 5.2 | 9 | 17.3 |
| Undergrad. College Major | | | | | | | | |
| Education | 23 | 7.6 | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| English/Humanities | 44 | 14.6 | 0 | 0.0 | 9 | 11.7 | 4 | 7.7 |
| Language: Exam Area | 102 | 33.9 | 7 | 9.9 | 3 | 3.9 | 1 | 1.9 |
| Language: Other | 9 | 3.0 | 5 | 7.0 | 1 | 1.3 | 0 | 0.0 |
| Math/Natural Sciences | 9 | 3.0 | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| Social Sciences | 49 | 16.3 | 2 | 2.8 | 5 | 6.5 | 3 | 5.8 |
| Vocational/Technical | 7 | 2.3 | 0 | 0.0 | 2 | 2.6 | 1 | 1.9 |
| Undecided/Other | 5 | 1.7 | 8 | 11.3 | 6 | 7.8 | 5 | 9.6 |
| Did Not Respond | 53 | 17.6 | 47 | 66.2 | 51 | 66.2 | 38 | 73.1 |
| Undergraduate GPA | | | | | | | | |
| 3.5-4.0 | 112 | 37.2 | 30 | 42.3 | 26 | 33.8 | 20 | 38.5 |
| 2.5-3.49 | 156 | 51.8 | 35 | 49.3 | 48 | 62.3 | 26 | 50.0 |
| Below 2.5 | 4 | 1.3 | 0 | 0.0 | 0 | 0.0 | 1 | 1.9 |
| Did Not Respond | 29 | 9.6 | 6 | 8.5 | 3 | 3.9 | 5 | 9.6 |
| Where Prepared | | | | | | | | |
| California | 101 | 33.6 | 7 | 9.9 | 8 | 10.4 | 3 | 5.8 |
| Outside of California | 84 | 27.9 | 14 | 19.7 | 11 | 14.3 | 8 | 15.4 |
| No Preparation | 8 | 2.7 | 1 | 1.4 | 6 | 7.8 | 2 | 3.8 |
| Did Not Respond | 108 | 35.9 | 49 | 69.0 | 52 | 67.5 | 39 | 75.0 |
| Gender | | | | | | | | |
| Female | 225 | 74.8 | 48 | 67.6 | 55 | 71.4 | 38 | 73.1 |
| Male | 72 | 23.9 | 20 | 28.2 | 21 | 27.3 | 14 | 26.9 |
| Did Not Respond | 4 | 1.3 | 3 | 4.2 | 1 | 1.3 | 0 | 0.0 |
| Ethnicity | | | | | | | | |
| African American | 17 | 5.6 | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| Asian American | 6 | 2.0 | 0 | 0.0 | 33 | 42.9 | 46 | 88.5 |
| Filipino | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| SE Asian American | 3 | 1.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Pacific Islander | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Mexican American | 5 | 1.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Latino or Other Hispanic | 11 | 3.7 | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| Native American, Amer. Indian, Alaskan Native | 0 | 0.0 | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| White (Non-Hispanic) | 213 | 70.8 | 55 | 77.5 | 19 | 24.7 | 1 | 1.9 |
| Other | 36 | 12.0 | 7 | 9.9 | 20 | 26.0 | 4 | 7.7 |
| Did Not Respond | 10 | 3.3 | 6 | 8.5 | 5 | 6.5 | 1 | 1.9 |
| Best Language | | | | | | | | |
| English | 174 | 57.8 | 15 | 21.1 | 13 | 16.9 | 1 | 1.9 |
| Another Language | 76 | 25.2 | 8 | 11.3 | 13 | 16.9 | 13 | 25.0 |
| Did Not Respond | 51 | 16.9 | 48 | 67.6 | 51 | 66.2 | 38 | 73.1 |

IMPORTANT NOTE: See "Description of the Preparation and Demographic Data" on pages 13-14.

**Table 8: Preparation and Demographic Data for
Languages Other Than English Examinees (Continued)**

| | Punjabi 10/96 - 6/99 | | Russian 10/96 - 6/99 | | Spanish 12/95 - 6/99 | | Vietnamese 10/96 - 6/99 | |
|--|---------------------------------------|-------|---------------------------------------|-------|---------------------------------------|-------|--|-------|
| | N | % | N | % | N | % | N | % |
| All Participants | 5 | 100.0 | 19 | 100.0 | 1305 | 100.0 | 38 | 100.0 |
| Educational Level | | | | | | | | |
| Undergraduate | 0 | 0.0 | 0 | 0.0 | 72 | 5.5 | 2 | 5.3 |
| Bachelor's Degree | 0 | 0.0 | 0 | 0.0 | 175 | 13.4 | 1 | 2.6 |
| Bachelor's Deg. + Units | 1 | 20.0 | 3 | 15.8 | 604 | 46.3 | 2 | 5.3 |
| Master's Degree & Above | 1 | 20.0 | 0 | 0.0 | 239 | 18.3 | 4 | 10.5 |
| Did Not Respond | 3 | 60.0 | 16 | 84.2 | 215 | 16.5 | 29 | 76.3 |
| Semester Units in Subject | | | | | | | | |
| 0 - 24 | 3 | 60.0 | 13 | 68.4 | 497 | 38.1 | 26 | 68.4 |
| 25 - 36 | 1 | 20.0 | 1 | 5.3 | 174 | 13.3 | 1 | 2.6 |
| 37 or More | 1 | 20.0 | 3 | 15.8 | 281 | 21.5 | 8 | 21.1 |
| Did Not Respond | 0 | 0.0 | 2 | 10.5 | 353 | 27.0 | 3 | 7.9 |
| Undergrad. College Major | | | | | | | | |
| Education | 0 | 0.0 | 0 | 0.0 | 130 | 10.0 | 1 | 2.6 |
| English/Humanities | 0 | 0.0 | 2 | 10.5 | 162 | 12.4 | 2 | 5.3 |
| Language: Exam Area | 0 | 0.0 | 0 | 0.0 | 331 | 25.4 | 0 | 0.0 |
| Language: Other | 0 | 0.0 | 0 | 0.0 | 44 | 3.4 | 0 | 0.0 |
| Math/Natural Sciences | 0 | 0.0 | 0 | 0.0 | 45 | 3.4 | 2 | 5.3 |
| Social Sciences | 1 | 20.0 | 0 | 0.0 | 237 | 18.2 | 2 | 5.3 |
| Vocational/Technical | 0 | 0.0 | 0 | 0.0 | 43 | 3.3 | 0 | 0.0 |
| Undecided/Other | 1 | 20.0 | 1 | 5.3 | 20 | 1.5 | 3 | 7.9 |
| Did Not Respond | 3 | 60.0 | 16 | 84.2 | 293 | 22.5 | 28 | 73.7 |
| Undergraduate GPA | | | | | | | | |
| 3.5-4.0 | 2 | 40.0 | 12 | 63.2 | 392 | 30.0 | 10 | 26.3 |
| 2.5-3.49 | 3 | 60.0 | 5 | 26.3 | 780 | 59.8 | 19 | 50.0 |
| Below 2.5 | 0 | 0.0 | 0 | 0.0 | 43 | 3.3 | 4 | 10.5 |
| Did Not Respond | 0 | 0.0 | 2 | 10.5 | 90 | 6.9 | 5 | 13.2 |
| Where Prepared | | | | | | | | |
| California | 0 | 0.0 | 0 | 0.0 | 583 | 44.7 | 1 | 2.6 |
| Outside of California | 1 | 20.0 | 3 | 15.8 | 241 | 18.5 | 4 | 10.5 |
| No Preparation | 1 | 20.0 | 0 | 0.0 | 32 | 2.5 | 4 | 10.5 |
| Did Not Respond | 3 | 60.0 | 16 | 84.2 | 449 | 34.4 | 29 | 76.3 |
| Gender | | | | | | | | |
| Female | 5 | 100.0 | 13 | 68.4 | 827 | 63.4 | 16 | 42.1 |
| Male | 0 | 0.0 | 5 | 26.3 | 465 | 35.6 | 22 | 57.9 |
| Did Not Respond | 0 | 0.0 | 1 | 5.3 | 13 | 1.0 | 0 | 0.0 |
| Ethnicity | | | | | | | | |
| African American | 0 | 0.0 | 0 | 0.0 | 23 | 1.8 | 0 | 0.0 |
| Asian American | 0 | 0.0 | 0 | 0.0 | 15 | 1.1 | 14 | 36.8 |
| Filipino | 0 | 0.0 | 0 | 0.0 | 4 | 0.3 | 0 | 0.0 |
| SE Asian American | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 22 | 57.9 |
| Pacific Islander | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 1 | 2.6 |
| Mexican American | 0 | 0.0 | 0 | 0.0 | 329 | 25.2 | 0 | 0.0 |
| Latino or Other Hispanic | 0 | 0.0 | 0 | 0.0 | 338 | 25.9 | 0 | 0.0 |
| Native American, Amer. Indian, Alaskan Native | 0 | 0.0 | 0 | 0.0 | 5 | 0.4 | 0 | 0.0 |
| White (Non-Hispanic) | 0 | 0.0 | 16 | 84.2 | 518 | 39.7 | 0 | 0.0 |
| Other | 5 | 100.0 | 1 | 5.3 | 48 | 3.7 | 0 | 0.0 |
| Did Not Respond | 0 | 0.0 | 2 | 10.5 | 23 | 1.8 | 1 | 2.6 |
| Best Language | | | | | | | | |
| English | 0 | 0.0 | 1 | 5.3 | 769 | 58.9 | 1 | 2.6 |
| Another Language | 2 | 40.0 | 2 | 10.5 | 306 | 23.4 | 8 | 21.1 |
| Did Not Respond | 3 | 60.0 | 16 | 84.2 | 230 | 17.6 | 29 | 76.3 |

IMPORTANT NOTE: See "Description of the Preparation and Demographic Data" on pages 13-14.

Passing Rates

Cumulative and First-Time Passing Rates on the German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese Exams

Table 9 below provides cumulative and first-time passing rates for the SSAT exams in German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese. Cumulative passing rates include examinees who initially took the exams between October 1996 and June 1998, using their scores on the exams through June 1999 to calculate the rates. First-time passing rates are based on examinees who initially took the exams between October 1996 and June 1999 and their associated scores. Because of the low volumes of examinees for the German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese exams, passing rates are not displayed by preparation and demographic variables.

Cumulative passing rates ranged from 79 percent in German to 100 percent in Vietnamese. A similar distribution was found among first-time passing rates⁹. Passing rates are relatively high in all of these subject areas, perhaps because many of the examinees who take these exams are native speakers of the language for which they are testing. The ethnicity and limited best language data provide some support for this hypothesis.

Table 9: Overall Passing Rates on the German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese Exams (October 1996 - June 1999)

| | Cumulative Passing Rates | | | First-Time Passing Rates | | |
|------------|---------------------------------|---------------|-----------------|---------------------------------|---------------|-----------------|
| | | Passed | | | Passed | |
| | N | N | % Passed | N | N | % Passed |
| German | 47 | 37 | 78.7 | 71 | 57 | 80.3 |
| Japanese | 53 | 46 | 86.8 | 77 | 64 | 83.1 |
| Mandarin | 38 | 36 | 94.7 | 52 | 47 | 90.4 |
| Punjabi | 3 | -- | -- | 5 | -- | -- |
| Russian | 16 | -- | -- | 19 | -- | -- |
| Vietnamese | 28 | 28 | 100.0 | 38 | 38 | 100.0 |

IMPORTANT NOTE: See "Description of the Passing Rate Data" on pages 14-16.

⁹ The difference in examinee populations used with each type of passing rate, along with the low volumes of examinees for these tests, make it possible that the first-time passing rates reported in Table 9 are higher than the cumulative passing rates. This occurred for the German exam.

Cumulative Passing Rates on the Spanish and French Exams

Table 10 on the next page provides the cumulative passing rates for the combined examination requirement (one SSAT and two Praxis exams) in French and Spanish for participants who initially took any of the exams through the 1997-98 testing year. For French, 41 percent of the 185 participants who attempted any of the three exams passed all three exams through June 1999. Of the 111 participants who have actually taken all three exams (60% of all participants), 69 percent have passed all three. For Spanish, the results are lightly lower. Thirty six percent of the 916 participants who took any of the exams passed the combined exam requirement. Of the 539 participants who took all three exams, sixty one percent of the passed the requirement.

The relationship between preparation and performance is mixed. In French, undergraduate GPA is related to performance: the higher the GPA, the higher the cumulative passing rate. Spanish participants with an undergraduate GPA of at least 3.5 had higher passing rate (44%) compared to those with GPAs in the 2.5 to 3.49 range (34%). Although those participants with GPAs below 2.5 posted a slightly higher passing rate (46%), the smaller number of participants in this category makes the passing rates unstable. Candidates with 37 or more units in the subject area (French or Spanish) pass at higher rates than examinees with 24 or fewer units. Higher educational level is also generally related to high passing rates. An undergraduate major in French or Spanish, however does not lead to a higher passing rate on the exams. These findings about the preparation of all participants generally apply as well to the participants who attempted all three exams in each subject area.

Female participants have a slightly higher cumulative passing rate than male participants for both French and Spanish. On the French exams, White participants passed at higher rates than other reported ethnicities did. In Spanish, however, the highest passing rates were attained by Latino or other Hispanics (50%) and Mexican American (41%) examinees.

First-Time Passing Rates on All Three Spanish and French Exams Combined

Table 11 on page 28 shows first-time passing rates for the combined examination requirement (two Praxis exams and one SSAT) for the French and Spanish exams for participants who initially took any of the exams through the 1998-99 testing year. The table shows, separately for French and Spanish, the number of examinees who have attempted both Praxis exams and the SSAT exam through June 1999, and the number and percentage of these examinees who passed each of the three exams on the first attempt. The first-time passing rates for French and Spanish were 49 percent and 40 percent, respectively. The patterns in the first-time passing rates among subgroups of participants are similar to the patterns discussed above with cumulative passing rates.

**Table 10: Cumulative Passing Rates on the French and Spanish Exams (Combined)
December 1995 - June 1999**

| | French | | | | | Spanish | | | | |
|----------------------------------|------------------|-----------|-------------|--------------------------|-------------|------------------|------------|-------------|--------------------------|-------------|
| | All Participants | | | Attempted All 3 Exams | | All Participants | | | Attempted All 3 Exams | |
| | Passed | | | % Pass | | Passed | | | % Pass | |
| | N | N | % | N | Pass | N | N | % | N | Pass |
| All Participants | 185 | 76 | 41.1 | 111 | 68.5 | 916 | 330 | 36.0 | 539 | 61.2 |
| Educational Level | | | | | | | | | | |
| Undergraduate | 7 | -- | -- | 6 | -- | 43 | 19 | 44.2 | 32 | 59.4 |
| Bachelor's Degree | 19 | -- | -- | 12 | -- | 98 | 46 | 46.9 | 71 | 64.8 |
| Bachelor's Degree + Units | 59 | 31 | 52.5 | 47 | 66.0 | 412 | 187 | 45.4 | 316 | 59.2 |
| Master's Degree and Above | 53 | 35 | 66.0 | 44 | 79.5 | 156 | 77 | 49.4 | 118 | 65.3 |
| Semester Units in Subject | | | | | | | | | | |
| 0 - 24 | 55 | 21 | 38.2 | 36 | 58.3 | 344 | 136 | 39.5 | 230 | 59.1 |
| 25 - 36 | 20 | -- | -- | 16 | -- | 132 | 58 | 43.9 | 93 | 62.4 |
| 37 or More | 65 | 35 | 53.8 | 45 | 77.8 | 205 | 84 | 41.0 | 140 | 60.0 |
| Undergrad. College Major | | | | | | | | | | |
| Education | 16 | -- | -- | 10 | -- | 103 | 51 | 49.5 | 79 | 64.6 |
| English/Humanities | 27 | 13 | 48.1 | 23 | -- | 107 | 42 | 39.3 | 77 | 54.5 |
| Language: Exam Area | 57 | 31 | 54.4 | 46 | 67.4 | 208 | 88 | 42.3 | 156 | 56.4 |
| Language: Other | 1 | -- | -- | 1 | -- | 31 | 12 | 38.7 | 22 | -- |
| Social Sciences | 27 | 16 | 59.3 | 22 | -- | 174 | 82 | 47.1 | 135 | 60.7 |
| All Other Reported Majors | 10 | 6 | -- | 7 | -- | 50 | 32 | 64.0 | 40 | 80.0 |
| Undergraduate GPA | | | | | | | | | | |
| 3.5-4.0 | 67 | 31 | 46.3 | 42 | 73.8 | 280 | 124 | 44.3 | 185 | 67.0 |
| 2.5-3.49 | 96 | 39 | 40.6 | 63 | 61.9 | 524 | 178 | 34.0 | 318 | 56.0 |
| Below 2.5 | 1 | -- | -- | 0 | -- | 33 | 15 | 45.5 | 22 | -- |
| Where Prepared | | | | | | | | | | |
| In California | 55 | 25 | 45.5 | 46 | 54.3 | 391 | 166 | 42.5 | 300 | 55.3 |
| Outside of California | 41 | 23 | 56.1 | 31 | 74.2 | 123 | 56 | 45.5 | 88 | 63.6 |
| No Preparation | 0 | -- | -- | 0 | -- | 4 | -- | -- | 2 | -- |
| Gender | | | | | | | | | | |
| Female | 132 | 56 | 42.4 | 83 | 67.5 | 590 | 221 | 37.5 | 354 | 62.4 |
| Male | 52 | 20 | 38.5 | 28 | 71.4 | 316 | 109 | 34.5 | 185 | 58.9 |
| Ethnicity | | | | | | | | | | |
| Latino or Other Hispanic | 9 | -- | -- | 6 | -- | 247 | 124 | 50.2 | 160 | 77.5 |
| Mexican American | 1 | -- | -- | 0 | -- | 230 | 95 | 41.3 | 141 | 67.4 |
| White (Non-Hispanic) | 131 | 60 | 45.8 | 83 | 72.3 | 360 | 96 | 26.7 | 205 | 46.8 |
| All Other Ethnicities | 36 | 11 | 30.6 | 21 | -- | 65 | 14 | 21.5 | 32 | 43.8 |

IMPORTANT NOTE: See "Description of the Passing Rate Data" on pages 14-16.

**Table 11: First-Time Passing Rates on the French and Spanish Exams (Combined)
December 1995 - June 1999**

| | French | | | Spanish | | |
|----------------------------------|------------|-----------|-------------|------------|------------|-------------|
| | N | Passed | | N | Passed | |
| | | N | % | | N | % |
| All Participants | 165 | 81 | 49.1 | 726 | 288 | 39.7 |
| Educational Level | | | | | | |
| Undergraduate | 6 | -- | -- | 45 | 21 | 46.7 |
| Bachelor's Degree | 23 | 11 | -- | 101 | 43 | 42.6 |
| Bachelor's Degree + Units | 72 | 30 | 41.7 | 416 | 150 | 36.1 |
| Master's Degree and Above | 62 | 37 | 59.7 | 162 | 73 | 45.1 |
| Semester Units in Subject | | | | | | |
| 0 - 24 | 56 | 27 | 48.2 | 328 | 120 | 36.6 |
| 25 - 36 | 28 | 10 | 35.7 | 119 | 46 | 38.7 |
| 37 or More | 65 | 36 | 55.4 | 192 | 82 | 42.7 |
| Undergrad. College Major | | | | | | |
| Education | 12 | -- | -- | 92 | 40 | 43.5 |
| English/Humanities | 31 | 20 | 64.5 | 110 | 37 | 33.6 |
| Language: Exam Area | 72 | 30 | 41.7 | 218 | 76 | 34.9 |
| Language: Other | 4 | -- | -- | 32 | 11 | 34.4 |
| Social Sciences | 30 | 13 | 43.3 | 163 | 67 | 41.1 |
| All Other Reported Majors | 12 | 5 | -- | 73 | 34 | 46.6 |
| Undergraduate GPA | | | | | | |
| 3.5-4.0 | 67 | 34 | 50.7 | 242 | 101 | 41.7 |
| 2.5-3.49 | 90 | 40 | 44.4 | 442 | 167 | 37.8 |
| Below 2.5 | 0 | -- | -- | 27 | 11 | 40.7 |
| Where Prepared | | | | | | |
| In California | 71 | 27 | 38.0 | 402 | 134 | 33.3 |
| Outside of California | 54 | 28 | 51.9 | 149 | 55 | 36.9 |
| No Preparation | 5 | -- | -- | 20 | -- | -- |
| Gender | | | | | | |
| Female | 128 | 64 | 50.0 | 472 | 197 | 41.7 |
| Male | 36 | 16 | 44.4 | 251 | 90 | 35.9 |
| Ethnicity | | | | | | |
| Latino or Other Hispanic | 6 | -- | -- | 220 | 129 | 58.6 |
| Mexican American | 2 | -- | -- | 185 | 78 | 42.2 |
| White (Non-Hispanic) | 122 | 66 | 54.1 | 272 | 70 | 25.7 |
| All Other Ethnicities | 34 | 12 | 35.3 | 45 | 8 | 17.8 |

IMPORTANT NOTE: See "Description of the Passing Rate Data" on pages 14-16.

Cumulative and First-Time Passing Rates for French and Spanish (By Test)

Table 12 includes the cumulative and first-time passing rates for each individual French and Spanish exam. More candidates in each subject area have taken the SSAT exam than either Praxis exam. Candidates have been most successful on the SSAT and the Praxis *Productive Language Skills* exams. The cumulative passing rates are, as expected, higher than the first-time passing rates for each exam. The differences in participation on the three exams *might* be a result of candidates taking the SSAT exam first because it is in a familiar format (multiple-choice) and then not taking the Praxis exams after learning that they have not passed the SSAT exam.

Table 12: By-Test Cumulative and First-Time Passing Rates on the Praxis and SSAT French and Spanish Exams (December 1995-June 1999)

| | Cumulative Passing Rates | | | First-Time Passing Rates | | |
|--|--------------------------|--------|------|--------------------------|--------|------|
| | N | Passed | | N | Passed | |
| | | N | % | | N | % |
| French | | | | | | |
| SSAT French | 161 | 145 | 90.1 | 243 | 203 | 83.5 |
| Praxis French: Linguistic, Literary, and Cultural Analysis | 111 | 76 | 68.5 | 224 | 113 | 50.4 |
| Praxis French: Productive Language Skills | 112 | 90 | 80.4 | 217 | 161 | 74.2 |
| Spanish | | | | | | |
| SSAT Spanish | 777 | 620 | 79.8 | 1079 | 794 | 73.6 |
| Praxis Spanish: Linguistic, Literary, and Cultural Analysis | 583 | 344 | 59.0 | 952 | 429 | 45.1 |
| Praxis Spanish: Productive Language Skills | 572 | 446 | 78.0 | 947 | 630 | 66.5 |

IMPORTANT NOTE: See "Description of the Passing Rate Data" on pages 14-16.

Summary

Preparation and Demographic Data

Comparing the preparation and demographic data for the vocational/technical subject areas and the languages other than English exams described in Tables 5 and 8, the following observations can be made. With respect to participation levels of examinees for these exams, the Spanish, health science, and business exams had the greatest number of participants. The lowest volume exams were the Punjabi, Russian, and Vietnamese tests.

Data were missing for educational level, undergraduate major, where prepared, and best language for over 60% of agriculture, business, German, health science, home economics, industrial and technology education, Japanese, Mandarin, Punjabi, Russian, and Vietnamese examinees. In French and Spanish, more than one-half of examinees had either earned Bachelor's degrees or had completed Bachelor's degrees plus

additional coursework. The most frequent undergraduate college major for French and Spanish participants was a major in the language area of the exam, followed by social sciences and English/humanities. Approximately one-quarter of French and Spanish examinees reported a language other than English as their best language.

Results of other measures of preparation, semester units in the subject area and undergraduate GPA, differed by subject area. More than half of agriculture and business examinees reported 37 or more units. French and home economics participants tended to be either well prepared with 37 or more units or to report less than 25 units. The largest numbers of German, health science, industrial and technology education, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese candidates were relatively unprepared with 24 units or less. With the exception of Russian examinees, one-half or more of the participants in each group reported undergraduate GPAs between 2.5 and 3.49.

Data were also available for all exams for gender and ethnicity of participants. In the vocational/technical exams, there were more male examinees for the business and industrial/technology education subject areas, while female examinees were more prevalent in the agriculture, health science and home economics areas. In all languages other than Vietnamese, there were more female examinees than male.

More females than males took the agriculture, French, German, health science, home economics, Japanese, Mandarin, Punjabi, Russian, and Spanish exams. More men than women attempted the business, industrial and technology education, and Vietnamese exams. The ethnicity of participants also varied by exam. The highest reported ethnicity for agriculture, business, health science, home economics, industrial and technology education, French, German, Spanish and Russian was White. Half of the participants on the Spanish exams were Mexican American or Latino/Other Hispanic. Examinees for the Mandarin and Japanese tests reported they were Asian American most often. Vietnamese exam participants most often indicated Southeast Asian American. All of the Punjabi participants selected Other.

Passing Rates on the Vocational/Technical and Languages Other Than English Exams

Table 13 on the next page provides a summary of the cumulative and first-time passing rates on the Praxis and SSAT examinations in agriculture, business, health science, home economics, industrial and technology education, French, German, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese. These data are taken from the passing rate tables presented earlier. The subject areas with the highest passing rates (excluding Punjabi and Russian, which could not be reported) were Vietnamese, Mandarin, health science, Japanese, and German. All language candidates tended to be very successful at passing the required subject matter exam(s). Of the candidates who took all of the required exams, those who took the French and Spanish exams had the lowest passing rates of 69 percent and 61 percent, respectively. The other language exam passing rates ranged from 79 percent in German to 100 percent in Vietnamese.

In most cases, cumulative passing rates are higher than first-time passing rates, indicating that candidates who persist after an initial failure can improve. In most

cases, cumulative passing rates are higher than first-time passing rates, indicating that candidates who persist after an initial failure can improve. It is possible for first-time passing rates to be higher than cumulative passing rates because the data reported for first-time pass rates include the most recent cohort of examinees (1998-99), whereas the cumulative passing rates do not. When the total number of examinees is low, the examinees in the latest cohort can raise the overall first-time passing rate if they pass at higher rates initially than previous cohorts.

Table 13: Summary of Passing Rates on the Praxis and SSAT Exams in the Vocational/Technical and Languages Other Than English Subject Areas (December 1995 - June 1999)

| | Cumulative Passing Rates | | | | | |
|------------------------------|--------------------------|----------|---------------------|----------|--------------------------|----------|
| | All Participants | | Attempted All Exams | | First-Time Passing Rates | |
| | N | % Passed | N | % Passed | N | % Passed |
| Vocational/Technical | | | | | | |
| Agriculture | 57 | 42.1 | | | 75 | 33.3 |
| Business | 418 | 65.3 | | | 623 | 50.4 |
| Health Science | 476 | 90.5 | | | 754 | 84.1 |
| Home Economics | 142 | 77.5 | | | 207 | 70.5 |
| ITE | 94 | 77.7 | | | 145 | 65.5 |
| Languages Other Than English | | | | | | |
| French | 185 | 41.1 | 111 | 68.5 | 165 | 49.1 |
| German | 47 | 78.7 | | | 71 | 80.3 |
| Japanese | 53 | 86.8 | | | 77 | 83.1 |
| Mandarin | 38 | 94.7 | | | 52 | 90.4 |
| Punjabi | 3 | -- | | | 5 | -- |
| Russian | 16 | -- | | | 19 | -- |
| Spanish | 916 | 36.0 | 539 | 61.2 | 726 | 39.7 |
| Vietnamese | 28 | 100.0 | | | 38 | 100.0 |

Notes: "ITE" is Industrial and Technology Education. The "Attempted All Exams" area is shaded for the subject areas that only contain one examination. First-time passing rates for French and Spanish participants are only presented for those who attempted all of the appropriate exams.

In the subject areas with enough examinees to make subgroup comparisons, the passing rates varied by subject area for gender and ethnic groups. Female participants outperformed male participants on the French, health science, and Spanish exams, whereas the reverse was found for the business exam. Examinees who identified themselves as White passed at higher rates on the business, health science, and French

exams than other reported ethnicities. In Spanish, however, the highest passing rates were attained by Latino and Mexican American examinees.

Although the relationship is somewhat mixed, preparation was generally related to performance on the vocational/technical and languages other than English exams. In French and Spanish, subject areas in which data are available for educational level and undergraduate major, higher educational level was generally related to high passing rates, but an undergraduate major in French or Spanish, did not lead to a higher passing rate on the exams. In all subject areas with enough examinees to report subgroups of undergraduate GPA, the higher the reported GPA, the higher the cumulative passing rate. A similar relationship was found with units of coursework: examinees who reported completing 37 or more units passed at higher rates than those who reported fewer units.

Appendix C:
Praxis and SSAT Examination Scoring Guides

Below is the Scoring Guide used by the evaluators who rate the test-takers' responses to the Speaking Section. On the following page, there is a sample speaking question, followed by a transcript of sample responses with the corresponding scores. When you read these sample responses, keep in mind

that they may not be as carefully presented as if they had been developed at home, with the time and resources for preparing and practicing orally. Evaluators take these circumstances into account when scoring the test-takers' responses.

SCORING GUIDE Speaking Section

4

- Is completely and easily comprehensible, even to an unsympathetic listener
- Gives a complete and entirely accurate/relevant response, with appropriate elaboration, to all (or almost all) parts of the question
- May make sporadic errors, but they rarely or never interfere with communication
 - has strong grammatical control (no errors in basic, high-frequency structures; few errors in complex/low-frequency structures; no marked error patterns)
 - employs a broad, precise vocabulary adequate for almost all topics, with word choice that is generally idiomatic and varied and rarely awkward
 - has overall fluency: speech is occasionally or rarely hesitant, with frequent use of complex sentences and "connectors" when appropriate or required
 - may have a slightly nonnative pronunciation, with few or no phonological errors and no error patterns, but is always comprehensible

3

- Is generally comprehensible, even to an unsympathetic listener, but occasionally requires the listener's effort and interpretation of the intended meaning
- Gives a mostly accurate/relevant response to most parts of the question
- Is likely to make errors and/or error patterns, but they only occasionally interfere with communication
 - has moderate grammatical control (few errors in basic, high-frequency structures; some errors and/or error patterns in complex/low-frequency structures)
 - employs vocabulary adequate for most general topics, with word choice that is often idiomatic but occasionally awkward
 - has considerable fluency: speech is sometimes hesitant, with some use of complex sentences and "connectors" when appropriate or required
 - may have a markedly nonnative pronunciation with some phonological errors and/or error patterns, but is nearly or always comprehensible

2

- Is somewhat comprehensible to a sympathetic listener, but often requires the listener's effort and interpretation of the intended meaning
- Gives a somewhat accurate/relevant response to some parts of the question

- Produces errors and/or error patterns that may often interfere with communication
 - has limited grammatical control (many errors and/or error patterns in basic, high-frequency structures; no control of complex/low-frequency structures)
 - employs a limited vocabulary, with word choice that is often unidiomatic and awkward
 - has limited fluency, with halting speech and mostly short, simple sentences; suggests inability to use complex sentences and "connectors" when appropriate or required
 - has a markedly nonnative pronunciation, with many phonological errors and/or error patterns, and is sometimes incomprehensible

1

- Is generally incomprehensible, even to a sympathetic listener, despite the listener's constant effort to interpret the intended meaning
- Gives an incomplete and/or mostly inaccurate and/or irrelevant response
- Produces errors and/or error patterns that very often interfere with communication
 - has very little grammatical control (many serious errors and/or error patterns in virtually all structures)
 - employs very little vocabulary, with some "formulaic speech" (memorized phrases, fixed expressions) used inappropriately
 - has virtually no fluency: speech is fragmentary and halting, interrupted often by long pauses and repetitions, and consists only of isolated words, memorized phrases, and fixed expressions
 - has a markedly nonnative pronunciation, with many serious phonological errors and/or error patterns, and is very often incomprehensible

0

- Is completely incomprehensible, even to a sympathetic listener, despite the listener's constant effort to interpret the intended meaning
- Gives an entirely inaccurate/irrelevant response or fails to respond at all
- Produces errors and/or error patterns that always interfere with communication
 - has no grammatical control (many serious errors and/or error patterns in all structures)
 - employs no vocabulary, not even "formulaic speech" (memorized phrases and fixed expressions)
 - has no fluency
 - has a markedly nonnative pronunciation and is always incomprehensible

Below is the Scoring Guide for the Writing Section. There is no sample question for this section of the test.

SCORING GUIDE

Writing Section

4

- Is completely and easily comprehensible, even to an unsympathetic reader
- Gives a complete and entirely accurate/relevant response, with appropriate elaboration, to all (or almost all) parts of the question
- May make sporadic errors, but they rarely or never interfere with communication
 - has strong grammatical control (no errors in basic, high-frequency structures; few errors in complex/low-frequency structures; no marked error patterns)
 - employs a broad, precise vocabulary adequate for almost all topics, with word choice that is generally idiomatic and varied and rarely awkward
 - has very few or no errors in mechanics, which rarely or never interfere with meaning
 - is completely coherent and well organized, with frequent use of complex sentences and "connectors" when appropriate or required
 - uses language that is appropriate for the intended task and/or audience

3

- Is generally comprehensible, even to an unsympathetic reader, but occasionally requires the reader's effort and interpretation of the intended meaning
- Gives a mostly accurate/relevant response to most parts of the question
- Is likely to produce errors and/or error patterns, but they only occasionally interfere with communication
 - has moderate grammatical control (few errors in basic, high-frequency structures; some errors and/or error patterns in complex/low-frequency structures)
 - employs a vocabulary adequate for most general topics, with word choice that is often idiomatic but occasionally awkward
 - makes some errors in mechanics (spelling, punctuation, etc.), but they only occasionally interfere with meaning
 - is generally coherent and organized, with some complex sentences and "connectors" when appropriate or required
 - is likely to use language that is appropriate for the intended task and/or audience

2

- Is somewhat comprehensible to a sympathetic reader, but often requires the reader's effort and interpretation of the intended meaning
- Gives a somewhat accurate/relevant response to some parts of the question

- Produces errors and/or error patterns that may often interfere with communication
 - has limited grammatical control (many errors and/or error patterns in basic, high-frequency structures; no control of complex/low-frequency structures)
 - employs a limited vocabulary, with word choice that is often unidiomatic and awkward
 - makes several errors in mechanics (spelling, punctuation, etc.), which may often interfere with meaning
 - is partly or often incoherent, with little evidence of organization; suggests inability to use complex sentences and "connectors" when appropriate or required
 - is likely to use language that is inappropriate for the intended task and/or audience

1

- Is generally incomprehensible, even to a sympathetic reader, despite the reader's constant effort to interpret the intended meaning
- Gives an incomplete, mostly inaccurate/irrelevant response
- Produces errors and/or error patterns that very often interfere with communication
 - has very little grammatical control (many serious errors and/or error patterns in virtually all structures)
 - employs very little vocabulary, with some "formulaic speech" (memorized phrases, fixed expressions) used inappropriately
 - makes many serious errors in mechanics (spelling, punctuation, etc.) in virtually all structures, which very often interfere with meaning
 - is mostly incoherent, with very little or no evidence of organization
 - uses language that is inappropriate for the intended task and/or audience

0

- Is completely incomprehensible, even to a sympathetic reader, despite the reader's constant effort to interpret the intended meaning
- Gives an entirely inaccurate/irrelevant response or fails to respond at all
- Produces errors and/or error patterns that always interfere with communication
 - has no grammatical control (many serious errors and/or error patterns in all structures)
 - employs no vocabulary, not even "formulaic speech" (memorized phrases and fixed expressions)
 - makes many serious errors in mechanics (spelling, punctuation, etc.) in all structures, which always interfere with meaning
 - is completely incoherent

French Linguistic, Literary, and Cultural Analysis (0172)

Below is the Scoring Guide used by the evaluators who rate test-takers' responses to the Error Analysis section, followed by a sample question and a sample response.

SCORING GUIDE

Error Analysis

- This section consists of two excerpts of students' writing; together they contain a total of 10 errors.
- The scoring range is 0 to 10 points. One point is awarded for each error identified and correctly revised.
- No credit will be given for errors that are identified but not correctly revised or for the revision of language that is already free of error.

Sample Test Question: Error Analysis

Directions: In this question, you are asked to identify and correct errors in written French. The writing samples contain errors typically produced by people whose native language is not French. The errors may involve grammatical accuracy, word choice, or degree of formality. They may range from a single word to an entire phrase.

For each writing sample, identify the errors by underlining them. For each error that you identify, write a corrected version in the space above the error.

You will receive no credit for a correction that itself contains an error, including incorrect spelling or accent marks. Be sure each correction is legible and clearly appears above the corresponding error.

Your score will be based on the number of errors that you are able to correct appropriately. You will not receive credit for identifying as an error any word or phrase that is actually correct.

Before identifying and correcting the errors, read the entire passage quickly for general comprehension. Be sure to consider the errors in the context of the entire writing sample.

For your own reference, you may take notes in the space provided; however, only what is written in the space above the errors will be evaluated.

In the following writing sample about the writer's friend, there are five errors.

Je habite à coté d'un garçon français. Il s'appelle Daniel. Il est mon ami. Il a venu en Amérique avec sa famille l'année dernière. L'anniversaire de Daniel est janvier 2. En janvier il va être 16 ans. Il adore les États-Unis, mais sa mère désire rentrer à France.

Sample Response That Received a Score of 3:

Je habite à coté d'un garçon français. Il s'appelle Daniel. Il est mon ami. Il ^{est} venu en Amérique avec sa famille l'année dernière. L'anniversaire de Daniel est ^{le 2 de janvier.} janvier 2. En janvier il va ^{avoir} être 16 ans. Il adore les États-Unis, mais sa mère désire ^{en} rentrer à France.

The score of 3 was determined as follows:

| Error | Revision | Points Awarded |
|--|---|----------------|
| Il a venu | Il <u>est</u> venu | (1 point) |
| janvier 2 | le 2 de janvier (a revision containing an error) | (0 points) |
| être 16 ans | <u>avoir</u> 16 ans | (1 point) |
| à France | <u>en</u> France | (1 point) |
| In addition to the four errors noted above, there is one error that the test-taker failed to identify: | | |
| Je <u>habite</u> | J' <u>habite</u> | (0 points) |

Following are the Scoring Guides for the Literary and Cultural Analysis section and the Cultural Functions and Attitudes section. There are no sample questions for these sections of the test.

SCORING GUIDE

Literary and Cultural Analysis

- 4**
- Clearly demonstrates an adequate understanding of the literary content and the cultural/historical context required by the question
 - Clearly demonstrates the ability to analyze a literary passage
 - always (or almost always) supports ideas with well-chosen, relevant, and accurate reasons, examples, details, and/or textual citations
 - always (or almost always) expresses ideas clearly and logically
 - responds fully to all (or almost all) parts of the question, with appropriate elaboration
- 3**
- Suggests an adequate understanding of the literary content and the cultural/historical context required by the question
 - Suggests the ability to analyze a literary passage
 - often supports ideas with specific, relevant, or accurate reasons, examples, details, and/or textual citations
 - often expresses ideas clearly and logically
 - responds fully to most parts of the question
- 2**
- Suggests some understanding of the literary content and the cultural/historical context required by the question, though inadequate
 - Suggests some ability to analyze a literary passage, though inadequate
 - sometimes supports ideas with relevant or accurate reasons, examples, details, and/or textual citations
 - sometimes expresses ideas clearly and logically
 - responds fully to some parts of the question
- 1**
- Demonstrates very little understanding of the literary content and the cultural/historical context required by the question
 - Demonstrates very little ability to analyze a literary passage
 - rarely supports ideas with relevant or accurate reasons, examples, details, and/or textual citations
 - rarely expresses ideas clearly and logically
 - responds to very few parts of the question
- 0**
- Demonstrates no understanding of the literary content and the cultural/historical context required by the question
 - Demonstrates no ability to analyze a literary passage
 - never supports ideas with relevant or accurate reasons, examples, details, and/or textual citations
 - never expresses ideas clearly and logically
 - does not respond to any part of the question

SCORING GUIDE

Cultural Functions and Attitudes

4

- Clearly demonstrates an adequate understanding of the cultural content required by the question
- Clearly demonstrates the ability to make a cultural comparison
 - always (or almost always) supports ideas with well-chosen, relevant, and accurate reasons, examples, and/or details
 - always (or almost always) expresses ideas clearly and logically
 - responds fully to all (or almost all) parts of the question, with appropriate elaboration

3

- Suggests an adequate understanding of the cultural content required by the question
- Suggests the ability to make a cultural comparison
 - often supports ideas with specific, relevant, or accurate reasons, examples, and/or details
 - often expresses ideas clearly and logically
 - responds fully to most parts of the question

2

- Suggests some understanding of the cultural content required by the question, though inadequate
- Suggests some ability to make a cultural comparison, though inadequate
 - sometimes supports ideas with relevant or accurate reasons, examples, and/or details
 - sometimes expresses ideas clearly and logically
 - responds fully to some parts of the question

1

- Demonstrates very little understanding of the cultural content required by the question
- Demonstrates very little ability to make a cultural comparison
 - rarely supports ideas with relevant or accurate reasons, examples, and/or details
 - rarely expresses ideas clearly and logically
 - responds fully to very few parts of the question

0

- Demonstrates no understanding of the cultural content required by the question
- Demonstrates no ability to make a cultural comparison
 - never supports ideas with relevant or accurate reasons, examples, and/or details
 - never expresses ideas clearly and logically
 - does not respond to any part of the question

Below is the Scoring Guide used by the evaluators who rate the test-takers' responses to the Speaking Section. On the following page, there is a sample speaking question, followed by a transcript of sample responses with the corresponding scores. When you read these sample responses, keep in mind

that they may not be as carefully presented as if they had been developed at home, with the time and resources for preparing and practicing orally. Evaluators take these circumstances into account when scoring the test-takers' responses.

SCORING GUIDE Speaking Section

4

- Is completely and easily comprehensible, even to an unsympathetic listener
- Gives a complete and entirely accurate/relevant response, with appropriate elaboration, to all (or almost all) parts of the question
- May make sporadic errors, but they rarely or never interfere with communication
 - has strong grammatical control (no errors in basic, high-frequency structures; few errors in complex/low-frequency structures; no marked error patterns)
 - employs a broad, precise vocabulary adequate for almost all topics, with word choice that is generally idiomatic and varied and rarely awkward
 - has overall fluency: speech is occasionally or rarely hesitant, with frequent use of complex sentences and "connectors" when appropriate or required
 - may have a slightly nonnative pronunciation, with few or no phonological errors and no error patterns, but is always comprehensible

3

- Is generally comprehensible, even to an unsympathetic listener, but occasionally requires the listener's effort and interpretation of the intended meaning
- Gives a mostly accurate/relevant response to most parts of the question
- Is likely to make errors and/or error patterns, but they only occasionally interfere with communication
 - has moderate grammatical control (few errors in basic, high-frequency structures; some errors and/or error patterns in complex/low-frequency structures)
 - employs vocabulary adequate for most general topics, with word choice that is often idiomatic but occasionally awkward
 - has considerable fluency: speech is sometimes hesitant, with some use of complex sentences and "connectors" when appropriate or required
 - may have a markedly nonnative pronunciation with some phonological errors and/or error patterns, but is nearly or always comprehensible

2

- Is somewhat comprehensible to a sympathetic listener, but often requires the listener's effort and interpretation of the intended meaning
- Gives a somewhat accurate/relevant response to some parts of the question

- Produces errors and/or error patterns that may often interfere with communication
 - has limited grammatical control (many errors and/or error patterns in basic, high-frequency structures; no control of complex/low-frequency structures)
 - employs a limited vocabulary, with word choice that is often unidiomatic and awkward
 - has limited fluency, with halting speech and mostly short, simple sentences; suggests inability to use complex sentences and "connectors" when appropriate or required
 - has a markedly nonnative pronunciation, with many phonological errors and/or error patterns, and is sometimes incomprehensible

1

- Is generally incomprehensible, even to a sympathetic listener, despite the listener's constant effort to interpret the intended meaning
- Gives an incomplete and/or mostly inaccurate and/or irrelevant response
- Produces errors and/or error patterns that very often interfere with communication
 - has very little grammatical control (many serious errors and/or error patterns in virtually all structures)
 - employs very little vocabulary, with some "formulaic speech" (memorized phrases, fixed expressions) used inappropriately
 - has virtually no fluency: speech is fragmentary and halting, interrupted often by long pauses and repetitions, and consists only of isolated words, memorized phrases, and fixed expressions
 - has a markedly nonnative pronunciation, with many serious phonological errors and/or error patterns, and is very often incomprehensible

0

- Is completely incomprehensible, even to a sympathetic listener, despite the listener's constant effort to interpret the intended meaning
- Gives an entirely inaccurate/irrelevant response or fails to respond at all
- Produces errors and/or error patterns that always interfere with communication
 - has no grammatical control (many serious errors and/or error patterns in all structures)
 - employs no vocabulary, not even "formulaic speech" (memorized phrases and fixed expressions)
 - has no fluency
 - has a markedly nonnative pronunciation, and is always incomprehensible

Below is the Scoring Guide for the Writing Section. There is no sample question for this section of the test.

SCORING GUIDE

Writing Section

4

- Is completely and easily comprehensible, even to an unsympathetic reader
- Gives a complete and entirely accurate/relevant response, with appropriate elaboration, to all (or almost all) parts of the question
- May make sporadic errors, but they rarely or never interfere with communication
 - has strong grammatical control (no errors in basic, high-frequency structures; few errors in complex/low-frequency structures; no marked error patterns)
 - employs a broad, precise vocabulary adequate for almost all topics, with word choice that is generally idiomatic and varied and rarely awkward
 - has very few or no errors in mechanics, which rarely or never interfere with meaning
 - is completely coherent and well organized, with frequent use of complex sentences and "connectors" when appropriate or required
 - uses language that is appropriate for the intended task and/or audience

3

- Is generally comprehensible, even to an unsympathetic reader, but occasionally requires the reader's effort and interpretation of the intended meaning
- Gives a mostly accurate/relevant response to most parts of the question
- Is likely to produce errors and/or error patterns, but they only occasionally interfere with communication
 - has moderate grammatical control (few errors in basic, high-frequency structures; some errors and/or error patterns in complex/low-frequency structures)
 - employs a vocabulary adequate for most general topics, with word choice that is often idiomatic but occasionally awkward
 - makes some errors in mechanics (spelling, punctuation, etc.), but they only occasionally interfere with meaning
 - is generally coherent and organized, with some complex sentences and "connectors" when appropriate or required
 - is likely to use language that is appropriate for the intended task and/or audience

2

- Is somewhat comprehensible to a sympathetic reader, but often requires the reader's effort and interpretation of the intended meaning
- Gives a somewhat accurate/relevant response to some parts of the question

- Produces errors and/or error patterns that may often interfere with communication
 - has limited grammatical control (many errors and/or error patterns in basic, high-frequency structures; no control of complex/low-frequency structures)
 - employs a limited vocabulary, with word choice that is often unidiomatic and awkward
 - makes several errors in mechanics (spelling, punctuation, etc.), which may often interfere with meaning
 - is partly or often incoherent, with little evidence of organization; suggests inability to use complex sentences and "connectors" when appropriate or required
 - is likely to use language that is inappropriate for the intended task and/or audience

1

- Is generally incomprehensible, even to a sympathetic reader, despite the reader's constant effort to interpret the intended meaning
- Gives an incomplete, mostly inaccurate/irrelevant response
- Produces errors and/or error patterns that very often interfere with communication
 - has very little grammatical control (many serious errors and/or error patterns in virtually all structures)
 - employs very little vocabulary, with some "formulaic speech" (memorized phrases, fixed expressions) used inappropriately
 - makes many serious errors in mechanics (spelling, punctuation, etc.) in virtually all structures, which very often interfere with meaning
 - is mostly incoherent, with very little or no evidence of organization
 - uses language that is inappropriate for the intended task and/or audience

0

- Is completely incomprehensible, even to a sympathetic reader, despite the reader's constant effort to interpret the intended meaning
- Gives an entirely inaccurate/irrelevant response or fails to respond at all
- Produces errors and/or error patterns that always interfere with communication
 - has no grammatical control (many serious errors and/or error patterns in all structures)
 - employs no vocabulary, not even "formulaic speech" (memorized phrases and fixed expressions)
 - makes many serious errors in mechanics (spelling, punctuation, etc.) in all structures, which always interfere with meaning
 - is completely incoherent

SCORING GUIDE

Cultural Functions and Attitudes

4

- Clearly demonstrates an adequate understanding of the cultural content required by the question
- Clearly demonstrates the ability to make a cultural comparison
 - always (or almost always) supports ideas with well-chosen, relevant, and accurate reasons, examples, and/or details
 - always (or almost always) expresses ideas clearly and logically
 - responds fully to all (or almost all) parts of the question, with appropriate elaboration

3

- Suggests an adequate understanding of the cultural content required by the question
- Suggests the ability to make a cultural comparison
 - often supports ideas with specific, relevant, or accurate reasons, examples, and/or details
 - often expresses ideas clearly and logically
 - responds fully to most parts of the question

2

- Suggests some understanding of the cultural content required by the question, though inadequate
- Suggests some ability to make a cultural comparison, though inadequate
 - sometimes supports ideas with relevant or accurate reasons, examples, and/or details
 - sometimes expresses ideas clearly and logically
 - responds fully to some parts of the question

1

- Demonstrates very little understanding of the cultural content required by the question
- Demonstrates very little ability to make a cultural comparison
 - rarely supports ideas with relevant or accurate reasons, examples, and/or details
 - rarely expresses ideas clearly and logically
 - responds to very few parts of the question

0

- Demonstrates no understanding of the cultural content required by the question
- Demonstrates no ability to make a cultural comparison
 - never supports ideas with relevant or accurate reasons, examples, and/or details
 - never expresses ideas clearly and logically
 - does not respond to any part of the question

Spanish Linguistic, Literary, and Cultural Analysis (0193)

Following are the Scoring Guides for the Literary and Cultural Analysis section and for the Cultural Functions and Attitudes section. There are no sample questions for these sections of the test.

SCORING GUIDE

Literary and Cultural Analysis

4

- Clearly demonstrates an adequate understanding of the literary content and the cultural/historical context required by the question
- Clearly demonstrates the ability to analyze a literary passage
 - always (or almost always) supports ideas with well-chosen, relevant, and accurate reasons, examples, details, and/or textual citations
 - always (or almost always) expresses ideas clearly and logically
 - responds fully to all (or almost all) parts of the question, with appropriate elaboration

3

- Suggests an adequate understanding of the literary content and the cultural/historical context required by the question
- Suggests the ability to analyze a literary passage
 - often supports ideas with specific, relevant, or accurate reasons, examples, details, and/or textual citations
 - often expresses ideas clearly and logically
 - responds fully to most parts of the question

2

- Suggests some understanding of the literary content and the cultural/historical context required by the question, though inadequate
- Suggests some ability to analyze a literary passage, though inadequate
 - sometimes supports ideas with relevant or accurate reasons, examples, details, and/or textual citations
 - sometimes expresses ideas clearly and logically
 - responds fully to some parts of the question

1

- Demonstrates very little understanding of the literary content and the cultural/historical context required by the question
- Demonstrates very little ability to analyze a literary passage
 - rarely supports ideas with relevant or accurate reasons, examples, details, and/or textual citations
 - rarely expresses ideas clearly and logically
 - responds to very few parts of the question

0

- Demonstrates no understanding of the literary content and the cultural/historical context required by the question
- Demonstrates no ability to analyze a literary passage
 - never supports ideas with relevant or accurate reasons, examples, details, and/or textual citations
 - never expresses ideas clearly and logically
 - does not respond to any part of the question

Scoring Scale Organized by Score Points:
Agriculture, Geoscience, Health Science, Home Economics, and Industrial and Technology Education

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses for each score point.

| SCORE POINT | SCORE POINT DESCRIPTION |
|-------------|--|
| 4 | <p>The "4" response reflects a thorough application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial and appropriate application of relevant content-area knowledge. • The response contains no significant inaccuracies. • There are high-quality, relevant examples; supporting evidence is sound. • The response reflects a comprehensive understanding of the topic. |
| 3 | <p>The "3" response reflects a generally adequate application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is an adequate application of relevant content-area knowledge. • The response contains few significant inaccuracies. • There are some acceptable, relevant examples; supporting evidence is adequate. • The response reflects an adequate understanding of the topic. |
| 2 | <p>The "2" response reflects a limited application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is limited application of relevant content-area knowledge. • The response may contain several significant inaccuracies. • There are few relevant examples and limited supporting evidence. • The response reflects a limited understanding of the topic. |
| 1 | <p>The "1" response reflects little or no application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no application of relevant content-area knowledge. • The response contains significant inaccuracies. • There are no or few relevant examples; any supporting evidence is weak. • The response reflects little or no understanding of the topic. |
| U | <p>The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score.</p> |
| B | <p>The "B" (Blank) is assigned to a response that is blank.</p> |

Scoring Scale Organized by Performance Characteristics:
Agriculture, Geoscience, Health Science, Home Economics, and Industrial and Technology Education

| PERFORMANCE CHARACTERISTIC | SCORE POINT DESCRIPTION |
|--|---|
| Purpose the extent to which the response achieves the purpose of the assignment | 4-The purpose of the assignment is fully achieved. 3-The purpose of the assignment is largely achieved. 2-The purpose of the assignment is partially achieved. 1-The purpose of the assignment is not achieved. |
| Content Knowledge appropriate application of content-area knowledge | 4-There is substantial and appropriate application of relevant content-area knowledge. 3-There is an adequate application of relevant content-area knowledge. 2-There is limited application of relevant content-area knowledge. 1-There is little or no application of relevant content-area knowledge. |
| Accuracy accuracy of content | 4-The response contains no significant inaccuracies. 3-The response contains few significant inaccuracies. 2-The response may contain several significant inaccuracies. 1-The response contains significant inaccuracies. |
| Examples and Supporting Evidence soundness, relevance, and quality of examples, illustrations, and supporting evidence | 4-There are high-quality, relevant examples; supporting evidence is sound. 3-There are some acceptable, relevant examples; supporting evidence is adequate. 2-There are few relevant examples and limited supporting evidence. 1-There are no or few relevant examples; any supporting evidence is weak. |
| Depth and Breadth of Understanding degree to which the response demonstrates understanding of the content area | 4-The response reflects a comprehensive understanding of the topic. 3-The response reflects an adequate understanding of the topic. 2-The response reflects a limited understanding of the topic. 1-The response reflects little or no understanding of the topic. |

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses for each score point.

| SCORE POINT | SCORE POINT DESCRIPTION |
|-------------|---|
| 4 | <p>The "4" response reflects a thorough application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • The response is clear and well organized. • There is a substantial and appropriate application of relevant content-area knowledge. • The response contains no significant inaccuracies. • There are high-quality, relevant examples; supporting evidence is sound. • The response reflects a comprehensive understanding of the topic. |
| 3 | <p>The "3" response reflects a generally adequate application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • The response is mostly clear and adequately organized. • There is an adequate application of relevant content-area knowledge. • The response contains few significant inaccuracies. • There are some acceptable, relevant examples; supporting evidence is adequate. • The response reflects an adequate understanding of the topic. |
| 2 | <p>The "2" response reflects a limited application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • The response is partially unclear and disorganized. • There is limited application of relevant content-area knowledge. • The response may contain several significant inaccuracies. • There are few relevant examples and limited supporting evidence. • The response reflects a limited understanding of the topic. |
| 1 | <p>The "1" response reflects little or no application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • The response is unclear and poorly organized. • There is little or no application of relevant content-area knowledge. • The response contains significant inaccuracies. • There are no or few relevant examples; any supporting evidence is weak. • The response reflects little or no understanding of the topic. |
| U | <p>The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score.</p> |
| B | <p>The "B" (Blank) is assigned to a response that is blank.</p> |

| PERFORMANCE CHARACTERISTIC | SCORE POINT DESCRIPTION |
|--|---|
| Purpose the extent to which the response achieves the purpose of the assignment | 4-The purpose of the assignment is fully achieved. 3-The purpose of the assignment is largely achieved. 2-The purpose of the assignment is partially achieved. 1-The purpose of the assignment is not achieved. |
| Clarity and Organization the extent to which the response is clear and well organized | 4-The response is clear and well organized. 3-The response is mostly clear and adequately organized. 2-The response is partially unclear and disorganized. 1-The response is unclear and poorly organized. |
| Content Knowledge appropriate application of content-area knowledge | 4-There is a substantial and appropriate application of relevant content-area knowledge. 3-There is an adequate application of relevant content-area knowledge. 2-There is limited application of relevant content-area knowledge. 1-There is little or no application of relevant content-area knowledge. |
| Accuracy accuracy of content | 4-The response contains no significant inaccuracies. 3-The response contains few significant inaccuracies. 2-The response may contain several significant inaccuracies. 1-The response contains significant inaccuracies. |
| Examples and Supporting Evidence soundness, relevance, and quality of examples, illustrations, and supporting evidence | 4-There are high-quality, relevant examples; supporting evidence is sound. 3-There are some acceptable, relevant examples; supporting evidence is adequate. 2-There are few relevant examples and limited supporting evidence. 1-There are no or few relevant examples; any supporting evidence is weak. |
| Depth and Breadth of Understanding degree to which the response demonstrates understanding of the content area | 4-The response reflects a comprehensive understanding of the topic. 3-The response reflects an adequate understanding of the topic. 2-The response reflects a limited understanding of the topic. 1-The response reflects little or no understanding of the topic. |

Scoring the Language Structures Assignments

Circle the "C" on the scoring form (denoting "Correct" response) for each item if, and only if, the candidate's response for each item is described by one of the following:

| TASKS | NOTATION | NOTATION DESCRIPTION |
|--|----------|---|
| Grammar: Tasks 1-16 | C | Correct. The candidate's response is grammatically correct and appropriate within the context of the presented statement, i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement. |
| Transformation: Tasks 17-20 | C | Correct. The candidate's response correctly transforms the sentence or passage as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed. |
| Correction: Tasks 21-24 | C | Correct. The candidate's response acceptably corrects the syntactic or linguistic errors found in the passage, i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning. |

If the response to any task is not correct, circle the "NC" on the scoring form (denoting "Not correct" response) for each item, if and only if, the candidate's response for each item is described by the following:

| TASKS | NOTATION | NOTATION DESCRIPTION |
|------------------|-----------|--|
| All Tasks | NC | Not correct. The candidate's response does not accurately follow the target language's rules of grammar or the response is incomplete or is blank. |

Scoring Scale Organized by Score Points:
Listening Comprehension Assignments

| SCORE POINT | SCORE POINT DESCRIPTION |
|--------------------|--|
| 4 | <p>The "4" response reflects a thorough application and command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates thorough comprehension of literal content of a sample of spoken language. • The candidate accurately infers information implied in a sample of spoken language, including correctly characterizing tone when tone is a factor in comprehension. • The candidate demonstrates thorough understanding of the sociocultural context of the language sample. |
| 3 | <p>The "3" response reflects a generally adequate application and command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates good overall comprehension of literal content of a sample of spoken language, though some details may be misunderstood or missed. • The candidate shows some ability to infer information implied in a sample of spoken language, though some subtleties may be misinterpreted or missed. • The candidate demonstrates adequate understanding of the sociocultural context of the language sample. |
| 2 | <p>The "2" response reflects a limited application and command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate shows partial comprehension of a sample of spoken language, discerning some main ideas but failing to understand other major ideas and details. • The candidate generally fails to infer information or discern tone in a sample of spoken language. • The candidate demonstrates limited understanding of the sociocultural context of the language sample. |
| 1 | <p>The "1" response reflects little or no command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate fails to demonstrate understanding of major points in a sample of spoken language, showing comprehension only of isolated words and phrases. • The candidate fails to infer information or discern tone in a sample of spoken language. • The candidate demonstrates little or no understanding of the sociocultural context of the language sample. |
| U | The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score. |
| B | The "B" (Blank) is assigned to a response that is blank. |

Scoring Scale Organized by Score Points:
Reading Comprehension Assignments—Non-Literary Source

| SCORE POINT | SCORE POINT DESCRIPTION |
|--------------------|--|
| 4 | <p>The "4" response reflects a thorough application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates thorough understanding of the literal content of a reading passage, including virtually all significant details. • The candidate accurately infers information implied in a reading passage, even if this is subtly conveyed in the text. • The candidate demonstrates thorough understanding of the sociocultural context of the reading passage. |
| 3 | <p>The "3" response reflects a generally adequate application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. • The candidate shows some ability to infer information from the text, but may misinterpret some subtleties. • The candidate demonstrates adequate understanding of the sociocultural context of the reading passage. |
| 2 | <p>The "2" response reflects a limited application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate shows only partial understanding of the main idea of a reading passage. • The candidate generally fails to make inferences from written text. • The candidate demonstrates limited understanding of the sociocultural context of the reading passage. |
| 1 | <p>The "1" response reflects little or no command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate fails to extract the main idea from a written passage, demonstrating comprehension only of isolated words or phrases. • The candidate fails to make inferences from written text. • The candidate demonstrates little or no understanding of the sociocultural context of the reading passage. |
| U | The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score. |
| B | The "B" (Blank) is assigned to a response that is blank. |

Scoring Scale Organized by Score Points:
Reading Comprehension Assignments—Literary Source

| SCORE POINT | SCORE POINT DESCRIPTION |
|--------------------|--|
| 4 | <p>The "4" response reflects a thorough application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates thorough understanding of the literal content of a reading passage, including virtually all significant details. • The candidate accurately infers information implied in a reading passage, even if this is subtly conveyed in the text. • The candidate demonstrates thorough understanding of the sociocultural context of the reading passage. • The candidate demonstrates a complete understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes. |
| 3 | <p>The "3" response reflects a generally adequate application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. • The candidate shows some ability to infer information from the text, but may misinterpret some subtleties. • The candidate demonstrates adequate understanding of the sociocultural context of the reading passage. • The candidate demonstrates an adequate understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes. |
| 2 | <p>The "2" response reflects a limited application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate shows only partial understanding of the main idea of a reading passage. • The candidate generally fails to make inferences from written text. • The candidate demonstrates limited understanding of the sociocultural context of the reading passage. • The candidate demonstrates only partial understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes. |
| 1 | <p>The "1" response reflects little or no command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate fails to extract the main idea from a written passage, demonstrating comprehension only of isolated words or phrases. • The candidate fails to make inferences from written text. • The candidate demonstrates little or no understanding of the sociocultural context of the reading passage. • The candidate fails to demonstrate an understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes. |
| U | The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score. |
| B | The "B" (Blank) is assigned to a response that is blank. |

**Scoring Scale Organized by Score Points:
Written Assignments**

| SCORE POINT | SCORE POINT DESCRIPTION |
|-------------|---|
| 4 | <p>The "4" response reflects a thorough application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The candidate's response thoroughly fulfills the purpose of the written assignment and is wholly appropriate for the intended audience. • The response is well organized, unified, and coherent throughout. • There is fullness in the development of the topic, and the ideas are presented clearly with appropriate and comprehensive supporting details. • The candidate demonstrates extensive command of vocabulary and idiomatic expressions and employs vocabulary appropriate for the audience and purpose. • The response shows a comprehensive command of syntax and grammar and contains appropriate and effective sentence structures. • There is accuracy in mechanics applicable to the language of emphasis. |
| 3 | <p>The "3" response reflects a generally adequate application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The candidate's response adequately fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The response is adequately organized and generally unified and coherent. • There is adequate development of the topic, and the ideas are generally clear with adequate supporting details. • The candidate demonstrates adequate command of vocabulary and idiomatic expressions and employs vocabulary generally appropriate for the audience and purpose. • The response shows an adequate command of syntax and grammar and contains satisfactory sentence structures. • There are minor errors in mechanics applicable to the language of emphasis, but they do not interfere with comprehension. |
| 2 | <p>The "2" response reflects a limited application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The candidate's response only partially fulfills the purpose of the written assignment and may not be fully appropriate for the intended audience. • The response shows limited organization and may not be unified or coherent. • There is limited development of the topic, the ideas may lack clarity, and there are limited supporting details. • The candidate demonstrates limited command of vocabulary and idiomatic expressions and may employ vocabulary that is not appropriate for the audience and purpose. • The response shows a limited command of syntax and grammar and may contain flawed or ineffective sentence structures. • There are errors in mechanics applicable to the language of emphasis that may interfere with comprehension. |
| 1 | <p>The "1" response reflects little or no command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The candidate's response fails to fulfill the purpose of the written assignment and may be inappropriate for the intended audience. • The response is poorly organized and lacks unity and coherence. • There is little or no development of the topic, and the ideas and supporting evidence, if present, are inadequate and unclear. • The candidate demonstrates inadequate command of vocabulary and idiomatic expressions and employs inappropriate vocabulary for the audience and purpose. • The response shows an inadequate command of syntax and grammar and contains flawed and ineffective sentence structures. • There are frequent errors in mechanics applicable to the language of emphasis that interfere with comprehension. |
| U | <p>The "U" (Unscorable) is assigned to a response that is off topic, illegible, not in the language of emphasis, or not of sufficient length to score.</p> |
| B | <p>The "B" (Blank) is assigned to a response that is completely blank.</p> |

Scoring Scale Organized by Score Points: Oral Assignments

| SCORE POINT | SCORE POINT DESCRIPTION |
|-------------|--|
| 4 | <p>The "4" responses reflect a thorough application and command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> • The candidate thoroughly fulfills the purpose of the oral assignments. • The candidate presents well-organized messages that are consistent and clear. • The points of discussion are well developed and elaborated. • The responses show appropriate register and address and show sensitivity to and an understanding of the sociocultural context. • The candidate demonstrates extensive command of vocabulary and idiomatic expressions and employs vocabulary appropriate for the audience and purpose. • The responses show a comprehensive command of syntax and grammar applicable to the language of emphasis. • The responses are wholly understandable and exhibit clearly appropriate pronunciation, intonation, and pacing. • The candidate speaks fluently and with ease of expression. |
| 3 | <p>The "3" responses reflect a generally adequate application and command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> • The candidate adequately fulfills the purpose of the oral assignments. • The candidate presents messages that are adequately organized and clear. • The points of discussion are adequately developed and elaborated. • The responses show adequate register and address and show a general awareness of the sociocultural context. • The candidate demonstrates adequate command of vocabulary and idiomatic expressions and employs vocabulary generally appropriate for the audience and purpose. • The responses show an adequate command of syntax and grammar applicable to the language of emphasis. • The responses are generally understandable and exhibit generally appropriate pronunciation, intonation, and pacing. • The candidate speaks with adequate fluency and with satisfactory ease of expression. |
| 2 | <p>The "2" responses reflect a limited application and command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> • The candidate only partially fulfills the purpose of the oral assignments. • The candidate delivers messages that show limited organization and clarity. • There is limited development and elaboration of the points of discussion. • The responses show limited understanding of register and address and reflect limited familiarity with the sociocultural context. • The candidate demonstrates limited command of vocabulary and idiomatic expressions and may employ vocabulary that is not appropriate for the audience and purpose. • The responses show a limited command of syntax and grammar applicable to the language of emphasis. • The responses may be difficult to understand and may exhibit inappropriate pronunciation, intonation, and/or pacing. • The candidate speaks with limited fluency, lacking ease of expression. |
| 1 | <p>The "1" responses reflect little or no command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> • The candidate fails to fulfill the purpose of the oral assignments. • The candidate presents messages that lack organization and clarity. • There is inadequate development and elaboration of the points of discussion. • The responses show inadequate register and address and indicate a lack of awareness of the sociocultural context. • The candidate demonstrates inadequate command of vocabulary and idiomatic expressions and employs inappropriate vocabulary for the audience and purpose. • The responses show an inadequate command of syntax and grammar applicable to the language of emphasis. • The responses are difficult to understand and exhibit inappropriate pronunciation, intonation, and/or pacing. • The candidate speaks without fluency and may hesitate frequently and make long pauses, rendering the speech choppy and the message fragmented. |
| U | The "U" (Unscorable) is assigned to responses that are off topic, incomprehensible, not in the language of emphasis, or not of sufficient length to score. |
| B | The "B" (Blank) is assigned to responses where the candidate is not heard to speak at all. |

Appendix D:
Sample Praxis and SSAT Individual Score Reports

EXAMINEE SCORE REPORT**BACKGROUND INFORMATION**

Examinee's Name: _____

Candidate ID Number: _____

Social Security Number: _____

Sex: F

Date of Birth: _____

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: NORTHERN ARIZONA UNIVERSITY

Undergraduate Major: FRENCH

Graduate Major: ENGLISH OR COMPARATIVE LITERATURE

Educational Level: EARNED MASTER'S DEGREE

GPA: 3.5 - 4.0

SCORE RECIPIENT(S) REQUESTED

| Code # | Recipient Name |
|-----------|-------------------------------|
| R4671 | CAL STATE UNIV SACRAMENTO |
| R8541 (A) | CA COMM ON TEACHER CREDENTIAL |
| | |
| | |
| | |

| CURRENT TEST DATE: 09/18/1999 | | Your Score | Possible Score Range | Average Performance Range** | Score Recipient Code(s) from Current Administration | | | | |
|-------------------------------|-------------------------------------|------------|----------------------|-----------------------------|---|-------|--|--|--|
| Test Code | Test Name | | | | R4671 | R8541 | | | |
| 0171 | FRENCH PRODUCTIVE LANGUAGE SKILLS | 194 | 100 - 200 | 168 - 191 | Y | Y | | | |
| 0172 | FRENCH LINGUISTIC LIT CULT ANALYSIS | 200 | 100 - 200 | 159 - 188 | Y | Y | | | |
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Refer to enclosed interpretive leaflet for additional information.

HIGHEST SCORE AS OF 10/27/1999

| Test Date | Test Code | Test Name | Your Highest Score | Possible Score Range | Score Recipient Code(s) | | | | |
|------------|-----------|-------------------------------------|--------------------|----------------------|-------------------------|-------|--|--|--|
| | | | | | R4671 | R8541 | | | |
| 09/18/1999 | 0171 | FRENCH PRODUCTIVE LANGUAGE SKILLS | 194 | 100 - 200 | Y | Y | | | |
| 09/18/1999 | 0172 | FRENCH LINGUISTIC LIT CULT ANALYSIS | 200 | 100 - 200 | Y | Y | | | |
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Scores will be available for reporting for ten years.

MESSAGE CODES

A SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.
 Y SCORE REPORTED TO RECIPIENT LISTED.

** The range of scores earned by the middle 50% of a group of examinees of appropriate educational level (see interpretive leaflet for details) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years.



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| Test Date | Test Code | Test Name | Your Highest Score | Required Minimum Score | Minimum Score Met/Not Met | Required Passing Score | Passed/ Not Passed Status |
|------------|-----------|-------------------------------------|--------------------|------------------------|---------------------------|------------------------|---------------------------|
| 09/18/1999 | 0171 | FRENCH PRODUCTIVE LANGUAGE SKILLS | 194 | | | 173 | PASSED |
| 09/18/1999 | 0172 | FRENCH LINGUISTIC LIT CULT ANALYSIS | 200 | | | 171 | PASSED |
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| Test Date | Test Code | Test Name | Your Highest Score | CA Required Minimum Score | Minimum Score Met/Not Met | CA Required Passing Score | Passed/ Not Passed Status |
|------------|-----------|-------------------------------------|--------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 09/18/1999 | 0171 | FRENCH PRODUCTIVE LANGUAGE SKILLS | 194 | | | 173 | PASSED |
| 09/18/1999 | 0172 | FRENCH LINGUISTIC LIT CULT ANALYSIS | 200 | | | 171 | PASSED |
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| Test Date | Test Code | Test Name | Your Highest Score | Required Minimum Score | Minimum Score Met/Not Met | Required Passing Score | Passed/ Not Passed Status |
|------------|-----------|-------------------------------------|--------------------|------------------------|---------------------------|------------------------|---------------------------|
| 09/18/1999 | 0171 | FRENCH PRODUCTIVE LANGUAGE SKILLS | 194 | | | 173 | PASSED |
| 09/18/1999 | 0172 | FRENCH LINGUISTIC LIT CULT ANALYSIS | 200 | | | 171 | PASSED |
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The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

* This information is provided to the examinee only.

| Test Category | Raw Points Earned† | Raw Points Available | Average Performance Range‡ |
|---|--------------------|----------------------|----------------------------|
| FRENCH: PRODUCTIVE LANGUAGE SKILLS | | | |
| I. SPEAKING | 69 | 72 | 36 - 69 |
| II. WRITING | 48 | 48 | 26 - 48 |
| FRENCH: LINGUISTIC, LITERARY, AND CULTURAL ANALYSIS | | | |
| I. ERROR ANALYSIS | 20 | 20 | 8 - 18 |
| II. LITERARY AND CULTURAL ANALYSIS | 28 | 32 | 17 - 27 |
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† For categories containing multiple-choice items, Raw Points Earned are the number of questions answered correctly. For categories containing constructed response items or essays, the Raw Points Earned are the sum of the weighted ratings awarded.

‡ The range of scores earned by the middle 50% of a group of examinees who took this form of the test at the most recent national administration or other comparable time period. N/C means that this range was not computed because fewer than 30 examinees took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.

51004-08021 PKESF1-08/25/98

Administration Date: October 23, 1999
Examinee: JANE E. DOE
ID/Social Security Number: 123-45-6789

I 103/020
Page 1 of 2

To: JANE E. DOE
100 MAIN STREET
SOMEWHERE CA 91000

Assessment Field: 17 Home Economics

Status: Pass Your Scaled Score: 224 Passing Score: 220 .

| # of Test Items in Domain | Domain | Domain Performance Index |
|------------------------------|--|-----------------------------|
| 10-15 | Child development, guidance & education | *** |
| 10-15 | Individual & family development | ** |
| 15-20 | Nutrition, food and hospitality | *** |
| 10-15 | Fashion and textiles | *** |
| 10-15 | Living and working environments | **** |
| 10-15 | Resource management & consumer education | ** |
| 2 | Constructed-response assessments | ** |

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SSAT Examinations Cumulative Results Report

For each SSAT test you have taken as of the Administration Date listed above, the table below indicates the administration date of your highest score, your highest score, and your "Pass" or "Did Not Pass" score status.

| SSAT Examination | Score | Status | Admin Date |
|-------------------------------------|-------|--------|------------|
| Assessment Field: 17 Home Economics | 224 | Pass | 10/23/99 |

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Overview. This report provides your scores for the Single Subject Assessments for Teaching (SSAT™). For each assessment you took, it indicates your overall score, whether or not you passed, and your performance on each content knowledge domain of the assessment.

Total Assessment Score. The total score is based on all sections of the assessment. Results are reported on a scale with a range of 100–300. A scaled score of 220 represents the passing score for each assessment. Passing scores for the SSAT were established by the California Commission on Teacher Credentialing based on recommendations of panels of California educators. The passing score is designed to reflect the level of knowledge and skills required by entry-level educators to teach effectively in California schools.

Domain Scores. The report indicates your performance on each assessment content knowledge domain. The information will help you understand your areas of strength or weakness; you do not "pass" individual domains. Domain scores should be interpreted with caution since domains contain different numbers of questions. For each domain you will see one of the following designations. The relative weight of each domain is indicated by the number of items in each domain. Domains with a greater number of items have more overall impact on the total score than domains with a lesser number of items.

- **** if you answered most of the questions correctly/scaled domain score of 260–300
- *** if you answered many of the questions correctly/scaled domain score of 220–259
- ** if you answered some of the questions correctly/scaled domain score of 180–219
- * if you answered few or none of the questions correctly/scaled domain score of 100–179

Descriptions of each assessment, including the list of domains and test content specifications, are available through the California Commission on Teacher Credentialing and in the SSAT preparation guides.

Reading a Sample Score Report. Below is a sample score report for an examinee named Pat.

| Assessment Field: 03 Social Science | | |
|-------------------------------------|---------------------------------------|-----------------------------|
| Status: Did Not Pass | Your Scaled Score: 210 ^(A) | Passing Score: 220 |
| # of Test Items in Domain | Domain | Domain Performance Index |
| 15–20 | World history..... | *** ^(B) |
| 15–20 | United States history..... | ** |
| 15–20 | Geography..... | ** ^(C) |
| 10–15 | Political science..... | *** |
| 10–15 | Economics..... | * |
| 5–10 | Behavioral sciences..... | * |

In the sample, Pat did not pass the assessment (score of 210 ^(A) compared to the passing score of 220). Pat performed well on two domains of the assessment: World history (*** ^(B)) and Political science (***). Pat did not perform well on four domains of the assessment: United States history (**), Geography (** ^(C)), Economics (*), and Behavioral sciences (*). When preparing to retake the assessment, Pat should probably focus on the four domains in which performance indicates a weakness.

Science Credential Candidates: Score reports for General Science, Biology, Chemistry, Geoscience, and Physics also include information on whether the minimum score and the combined passing score were met.

Reporting of Scores. Your scores have been forwarded to the California Commission on Teacher Credentialing and to the California institution you indicated on your test registration form. You should keep this score report for your own records. Additional reports may be ordered from National Evaluation Systems, Inc. (NES®), for up to five (5) years after the test date.

Retaking the Assessment. If you need to retake an assessment, please consult the most current edition of the SSAT registration bulletin for information on registering.

Note to Credential Candidates: The SSAT test meets only part of the requirement for a single subject credential in California. If you have any questions regarding the single subject credential, please contact:

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